

DOCUMENT RESUME

ED 141 459

UD 017 077

AUTHOR Henning, Patrick
TITLE Emergency School Aid Act, Basic Project 1975-76.
Research and Evaluation Report, V. 10 n. 11, March 1977.
INSTITUTION Atlanta Public Schools, Ga.
REPORT NC CE-116-2
PUB DATE Mar 77
NOTE 67p.; Not available in hard copy due to small print of the original document

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Academic Achievement; *Black Students; Class Attendance; *Compensatory Education Programs; Elementary Education; Junior High Schools; Parent Participation; Program Costs; Program Effectiveness; Program Evaluation; *Racial Integration; *Remedial Instruction; Remedial Mathematics; Remedial Reading; Self Concept; Social Development; *Tables (Data)
IDENTIFIERS Atlanta Public Schools; *Emergency School Aid Act; Georgia (Atlanta)

ABSTRACT

This is a report of a program funded under the Emergency School Aid Act (ESAA). The program was designed to aid the Atlanta, Georgia School System in the integration process and to aid pupils in overcoming their academic deficiencies due to racial isolation. The program provided individual assistance in reading and mathematics to minority students. The overall goal of the program was that pupils in the remedial education program for grades one through seven in all participating schools exhibit a significant gain in the basic academic skills. Corollary objectives, selection procedures, assignment of staff, remedial instruction procedures, staff training, parental and community participation, basic expenditures, conclusions, and recommendations are described. Detailed information, tabulated and explained in the report, indicates that the program was a successful approach to overcoming many of the handicaps imposed by previous racial isolation of these students. (Author/BS)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED141459

RESEARCH AND EVALUATION REPORT

Vol. X No. 11

March 1977

EMERGENCY SCHOOL AID ACT
BASIC PROJECT
1975-76A Final Project Performance Report (OE-116-2)
Submitted to the
Regional Office of Education
Department of Health, Education, and WelfarePrepared by
Patrick Henning
StatisticianDr. Jarvis Barnes
Assistant Superintendent
for Research and EvaluationDr. Alonzo A. Crim
SuperintendentAtlanta Public Schools
210 Pryor Street, S. W.
Atlanta, Georgia 30303BOARD OF EDUCATION
OF THE
CITY OF ATLANTA

	Educational District
Mrs. Margaret Griggs	1
Rev. P. Warren Williams	2
Mrs. Angela Ioannides	3
Mr. Richard E. Raymer	4
Dr. Asa G. Yancey	5
Mrs. Carolyn Crowder	6
Mrs. June Cofer	At Large
Mrs. LeRoy A. Woodward	At Large
Dr. Benjamin E. Mays, President	At Large

Word Processing Staff: Ginger Harden
Pat Harris
Mimi PhillipsU S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATIONTHIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

6D 617077

TABLE OF CONTENTS

	Page
INTRODUCTION	1
NEED	1
OBJECTIVES	1
ACTIVITIES	
Selection of Target Schools	2
Assignment of Staff	3
Selection of Participants	3
Remedial Instruction	8
Materials and Supplies	8
Staff Training	9
Parental and Community Participation	9
District-Wide Advisory Committee	9
Schedule of Activities	9
EVALUATION	
Reading Achievement	12
Mathematics Achievement	16
Attendance	19
Staff Development	20
Social Development	20
Survey of Classroom Teachers	23
Parental Involvement	23
Letters of Endorsement	23
Cost Analysis	25
Variances in Achievement	26
CONCLUSIONS	26
RECOMMENDATIONS	27
APPENDIX	
Description of Personnel	A-1
Letters of Endorsement	A-2
Self-Appraisal Inventory - Intermediate Level	A-7
Self-Appraisal Inventory - Primary Level	A-9

LIST OF TABLES

Number		Page
1	Number of Students by School, by Race, and by Type of Remedial Instruction in the 1975-76 ESAA Basic Program	4
2	Number of Participants by School and by Grade Level Receiving Remedial Instruction from the 1975-76 ESAA Basic Program	5
3	ESAA Basic Administrative Staff	6
4	Teaching Staff Assigned to ESAA Basic Schools	7

Number		Page
5	District-Wide Advisory Committee	10
6	Schedule of Implementation Plan for ESAA Basic Program, 1975-76	11
7	Per Cent of Students at or Below Chance-Level in Reading, 1976	13
8	Comparison of Reading AAQ Scores for ESAA and Non-ESAA Students by Grade for FY '74 to FY '75 and FY '75 to FY '76.	14
9	Comparison of Reading AAQ Scores for ESAA and Non-ESAA Students by School for FY '74 to FY '75 and FY '75 to FY '76.	14
10	Per Cent of Students at or Below Chance-Level in Mathematics, 1976	16
11	Comparison of Mathematics AAQ Scores for ESAA and Non-ESAA Students by Grade for FY '74 to FY '75 and FY '75 to FY '76.	17
12	Comparison of Mathematics AAQ Scores for ESAA and Non-ESAA Students by School for FY '74 to FY '75 and FY '75 to FY '76	17
13	Per Cent of Attendance for 1975-76 ESAA Basic Participants by Grade	19
14	Per Cent of Attendance for 1975-76 ESAA Basic Schools	19
15	Evaluation of Workshops	21
16	Self-Concept Analysis, ESAA Basic Students, 1976.	24
17	Summary of Classroom Teacher Questionnaire	24
18	ESAA Basic Expenditures by Cost Category.	25
19	ESAA Basic Per Pupil Expenditure	25

LIST OF FIGURES

Number		Page
1	ESAA Basic Participants' Profiles of Iowa Tests of Basic Skills Reading Scores Based on Age Achievement Quotient (AAQ), All Grades: 1974, 1975, 1976	15
2	ESAA Basic Participants' Profiles of Iowa Tests of Basic Skills Mathematics Scores Based on Age Achievement Quotient (AAQ), All Grades: 1974, 1975, 1976	18

INTRODUCTION

The Atlanta School System received a federal grant of \$927,822 for the operation of a Basic Program under the Emergency School Aid Act (ESAA). The program was conducted from July 1, 1975, through June 30, 1976, and was designed to aid in the integration process of the School System and in overcoming deficiencies caused by de jure segregation of races in the past. For many reasons, most of which are proven economic ones, the integration process in Atlanta has made apparent a disparity in racial academic accomplishment so serious as to handicap many children and prevent them from progressing satisfactorily without individual help. The Atlanta ESAA Basic Program was directed at those children so handicapped yet untouched by other programs. The program provided individual assistance in reading and mathematics necessary for the children to overcome their particular problems and become able to progress satisfactorily with their classmates.

NEED

The need for federal funds to provide assistance in coping with the problems incident to the further integration of the Atlanta School System has been great because of the significant and far reaching changes which have been and are being made as the School System continues to implement the Compromise Court Plan. This plan was adopted by the federal court in the long standing court case involving the Atlanta Public Schools. The provision of federal funds through the Emergency School Aid Act (ESAA) during this crucial period has been of great value in facilitating the implementation of the plan, in the prevention of problems which otherwise would be arising, and in the solving of those problems which did arise so that the School System offered the best possible educational opportunities for all Atlanta pupils. Hopefully, with federal assistance, these changes are being made more harmoniously and effectively, so that Atlanta pupils have programs, activities, and assistance suited to their needs; that is assistance focused upon fostering their rapid academic progress, their personal adjustments to new school situations, and their development into successful good citizens.

In recent years, the population of Atlanta has been experiencing rapid changes in its racial composition. These changes are reflected in the increased enrollment of minority pupils. These increases are contrasted by the rapid decline in the enrollment of nonminority pupils. These rapid changes in racial composition have necessarily resulted in an undesirable, but unavoidable, degree of racial isolation for minority group students. Even with the current intensive efforts to desegregate the School System, the limited enrollment of nonminority students has made it impossible to avoid racial isolation for all students.

Many of these students present serious academic problems as a result of this racial isolation. During the implementation of the desegregation plan, these deficits have become especially clear as minority students are being placed in classes with their higher achieving nonminority peers.

The School System has been using Title I (ESEA) funds to remediate the low achievement of the pupils in reading and mathematics in many schools, and the funds received from the Emergency School Aid Act were used to remediate low achievement in those schools not qualifying for Title I funds but needing remedial services. Also, the ESAA Program was used to give special help to other schools not qualifying for Title I funds and receiving substantial numbers of generally low achieving Voluntary Transfer Program (VTP) pupils who are bused in under the Federal court order.

The ESAA Basic Program has been, therefore, a comprehensive attack on the most urgent area of concern: the remediation of significant delays in academic achievement.

OBJECTIVES

The general goal of the program was that eighty per cent of the participating pupils in the remedial education programs for grades one through seven in all participating schools would exhibit a significant gain in the basic academic skills. More specifically, the objectives of the program were as follows:

1. Eighty per cent of those pupils in remedial reading programs exhibited a gain in reading achievement which was 35 per cent

greater than their gain for the previous year. The gain made for the 1974-75 school year was compared with the gain for the 1975-76 school year as measured by the Iowa Tests of Basic Skills (ITBS), which is administered in April of each year.

2. Eighty per cent of those pupils in remedial mathematics programs exhibited a gain in mathematics achievement which was 35 per cent greater than their gain for the previous year. The gain made for the 1974-75 school year was compared with the gain for the 1975-76 school year as measured by the Iowa Tests of Basic Skills (ITBS), which is administered in April of each year.
3. The average per cent of attendance for participating ESAA schools was at least 1.5 per cent greater than the System average. The 1974-75 average per cent of attendance for participating ESAA schools was compared to the 1975-76 average per cent of attendance for the School System.
4. Eighty per cent of the ESAA staff were present at each ESAA workshop held for the 1975-76 school year.
5. Eighty per cent of the participants at each ESAA workshop held between August 1975 and September 1976 rated each item on the Work Effectiveness Form at or above the midpoint on the rating scale.
6. Eighty per cent of the parents of students participating in the ESAA program attended at least one of the activities designed by the ESAA schools for parental involvement for the 1975-76 school year.

ACTIVITIES

The 1975-76 ESAA Basic Program was designed to meet the particular needs existing within the School System and to provide for specific activities to cope with disparate constitution of student bodies in terms of level of academic achievement. The major emphasis of the program was on raising the mastery levels of basic reading and mathematics skills of students

performing significantly below their classmates. While flexibility of program design was maintained in order to meet the particular needs of each participating school, activities generally were planned which supplemented the general instructional program by providing intensive individual and small group instruction.

Selection of Target Schools

The inclusion of schools in the 1975-76 ESAA Basic Program was based on the degree of disparity in academic achievement between minority and nonminority students on the Iowa Tests of Basic Skills (ITBS) administered to all Atlanta students in grades one through seven in the spring of 1974.

In order to present average¹ test scores for entire schools, for entire grade levels and for minority and nonminority groups, it was necessary to use an index of achievement comparable across all grades and age levels.² The age achievement quotient (AAQ) was developed to provide a method of comparing the student's actual performance on the test with the performance of children at the same age level. If a child's performance is exactly the same as the average test performances of children who are his age, then his AAQ would be 100. An AAQ above 100 indicates that a child's test score is higher than the average test score of children his age. On the other hand, an AAQ below 100 means that the child is scoring lower than the average child his age. AAQ scores legitimately can be summed across all students and all grade levels, and from this score, an average AAQ for the School System, or any group of students, can be computed.

The average AAQ scores were computed separately for minority and nonminority students in each school and for the School System. The disparity in scores between minority and nonminority students was computed by subtracting the average AAQ for minority students from the average AAQ for nonminority students. The schools³ were ranked according to two criteria: (1) in schools with 95 per cent or less minority students, the AAQ

¹ Average refers to the arithmetic mean.

² The Atlanta School System now has several thousand students who are in nongraded situations.

³ Schools were eliminated which were to receive other compensatory remedial education programs in FY '76.

disparity between the nonminority and minority students and (2) in all schools, the AAQ disparity between the total school and the norm of 100. Forty-four schools with the greatest disparities were selected to be included in the ESAA Basic Program.

The selected schools are listed in Table 1 and Table 2. Originally, Hartnett Elementary School was selected to participate but the principal and faculty declined because ESAA funding could not be guaranteed for their school for more than one year. Grove Park Elementary School ranked as the next school to selected and replaced Hartnett. O'Keefe and Long Middle schools had EOA reading centers and Sutton Middle School had an EOA mathematics center and were not included in these ESAA remedial programs.

Assignment of staff

Table 3 and Table 4 present the staff assigned to the ESAA Basic Program. All staff were assigned in accord with the designated job descriptions. (See Appendix.)

The administrative staff provided by the program included a half-time director, two coordinators, and a research assistant. The special projects director was provided by the System to coordinate the activities for all compensatory programs. The nonpublic schools liaison was provided by the Catholic archdiocese to aid in coordinating services to the Catholic schools. In all instances, the operations of the program were supported and supplemented as necessary by all available resources within the School System.

The director and the two coordinators were retained from the 1974-75 ESAA Program to plan and supervise the implementation of the 1975-76 program activities. Other responsibilities included planning staff training workshops and coordinating needed services of the Atlanta School System's resource personnel.

The research assistant, also retained from the 1974-75 program, was responsible for reporting and monitoring the activities of the program. Some of the responsibilities included data collection and analysis, dissemination of information, and liaison activities.

The program employed 45 teachers and 48 aides. One remedial teacher and one aide were assigned to each Atlanta System school. One teacher and four aides were assigned to the three Catholic schools participating in the program. Approximately 75 per cent of the teaching staff were reassigned from the 1974-75 program. Under the direct supervision of the principals, the teachers and aides selected and diagnosed the students, prescribed individualized programs, and conducted remedial instruction.

The average number of years of teaching experience for the teachers was eight years, while the average for aides was four years. The average number of years of experience in remedial instruction (ESAA and other programs) was two years for both teachers and aides. Sixty-two per cent of the teachers had masters degrees. Due to the late date of proposal approval, system-wide administrative reorganization and delayed personnel placements, a number of the teaching staff were transferred to the regular classroom or other program assignments. These transferrals represented less than five per cent of the teaching staff.

Selection of Participants

During the one-week preplanning period prior to the opening of schools, ESAA remedial education teachers examined the ITBS scores for pupils expected to enroll in the school. The teachers ranked the test scores and selected for participation those students within each grade level with the greatest apparent academic deficiencies in reading and mathematics, excluding those students at the educable mentally retarded (EMR) level and below. These selections, plus students new to the System and/or students without recent ITBS scores, were verified by consultation with the classroom teachers and principals and by the administration of other diagnostic tests. The only criteria for selecting participants was the children's need for remedial services. The guidelines were flexible enough to allow each school to set its own level of achievement; no definite cut-off score was established.

The aim of the remedial program was to prepare students to function adequately in the regular classroom. Therefore, whenever students acquired the necessary skills, they were withdrawn from the remedial activities. The vacancies were filled by other students identified by the same process described in the preceding paragraph.

TABLE 1
NUMBER OF STUDENTS BY SCHOOL, BY RACE, AND BY TYPE OF REMEDIAL INSTRUCTION
IN THE 1975-76 USAA BASIC PROGRAM*

School	Total Basic Program				Reading and Mathematics				Reading Only				Mathematics Only			
	Black	Other	White	Total	Black	Other	White	Total	Black	Other	White	Total	Black	Other	White	Total
Elementary																
Adamsville	86	—	—	86	86	—	—	86	—	—	—	—	—	—	—	—
Arkwright	73	—	—	73	73	—	—	73	—	—	—	—	—	—	—	—
Beecher Hills	72	1	—	73	72	1	—	73	—	—	—	—	—	—	—	—
Bolton	29	—	30	59	28	—	28	56	—	—	1	1	1	—	1	2
Brandon	40	2	46	88	—	—	—	—	40	2	46	88	—	—	—	—
Brewer	39	—	32	71	12	—	10	22	27	—	21	48	—	—	1	1
Burgess	61	—	1	62	61	—	1	62	—	—	—	—	—	—	—	—
Capitol View	45	—	2	47	45	—	2	47	—	—	—	—	—	—	—	—
Cascade	88	—	2	90	40	—	—	40	31	—	1	32	17	—	1	18
Chattahoochee	15	1	36	52	—	—	—	—	15	1	36	52	—	—	—	—
Cleveland	47	—	8	55	47	—	8	55	—	—	—	—	—	—	—	—
Continental Colony	46	—	—	46	46	—	—	46	—	—	—	—	—	—	—	—
East Lake	58	—	—	58	58	—	—	58	—	—	—	—	—	—	—	—
Fain	76	—	—	76	31	—	—	31	45	—	—	45	—	—	—	—
Forrest	64	—	10	74	34	—	5	39	23	—	5	28	7	—	—	7
Garden Hills	52	—	11	63	52	—	11	63	—	—	—	—	—	—	—	—
Gordon	93	1	9	103	—	—	—	—	93	1	9	103	—	—	—	—
Grove Park	69	—	—	69	6	—	—	6	57	—	—	57	6	—	—	6
Guice	32	—	32	64	32	—	23	55	—	—	—	—	—	—	—	—
Harper	56	—	5	61	—	—	—	—	56	—	5	61	—	—	—	—
Harris	45	—	—	45	45	—	—	45	—	—	—	—	—	—	—	—
Howell, E. P.	24	—	—	24	24	—	—	24	—	—	—	—	—	—	—	—
Howell, M.	54	—	21	75	4	—	1	5	32	—	12	44	18	—	3	21
Humphries	68	—	6	74	68	—	6	74	—	—	—	—	—	—	—	—
Hutchinson	30	—	27	57	30	—	27	57	—	—	—	—	—	—	—	—
Inman	32	1	36	69	32	1	36	69	—	—	—	—	—	—	—	—
Jackson	33	—	11	44	33	—	11	44	—	—	—	—	—	—	—	—
Lakewood	38	—	42	80	38	—	42	80	—	—	—	—	—	—	—	—
Lin	42	—	30	72	—	—	—	—	42	—	30	72	—	—	—	—
Mitchell	38	—	14	52	38	—	14	52	—	—	—	—	—	—	—	—
Morningside	46	—	12	58	46	—	12	58	—	—	—	—	—	—	—	—
Perkerson	31	—	25	56	31	—	25	56	—	—	—	—	—	—	—	—
Peterson	77	—	3	80	—	—	—	—	77	—	3	80	—	—	—	—
Rivers	36	1	17	54	—	—	—	—	36	1	17	54	—	—	—	—
Smith	63	—	4	67	23	—	—	23	40	—	4	44	—	—	—	—
Spring	28	—	20	48	10	—	6	16	14	—	8	22	4	—	6	10
Stanton, F. L.	111	—	—	111	111	—	—	111	—	—	—	—	—	—	—	—
Sylvan Hills	43	—	31	74	43	—	31	74	—	—	—	—	—	—	—	—
Venetian Hills	35	—	—	35	—	—	—	—	35	—	—	35	—	—	—	—
West	33	—	35	68	33	—	35	68	—	—	—	—	—	—	—	—
White	108	—	—	108	108	—	—	108	—	—	—	—	—	—	—	—
Subtotal Elementary Schools	2,156	7	581	2,744	1,445	2	366	1,808	633	5	198	866	53	—	17	70
Middle																
Long	59	—	10	69	—	—	—	—	—	—	—	—	59	—	10	69
O'Keefe	57	1	16	74	—	—	—	—	57	1	16	74	—	—	—	—
Sutton	59	—	5	64	—	—	—	—	59	—	5	64	—	—	—	—
Subtotal Middle Schools	175	1	31	207	—	—	—	—	116	1	21	138	59	—	10	69
Total Atlanta System	2,331	8	612	2,951	1,845	—	—	—	779	6	219	1,004	112	—	27	139
Nonpublic																
St. Anthony's	39	—	1	40	39	—	1	40	—	—	—	—	—	—	—	—
St. Victor and Paul	25	1	17	43	25	1	17	43	—	—	—	—	—	—	—	—
St. Thomas More	16	3	26	45	16	3	26	45	—	—	—	—	—	—	—	—
Subtotal Nonpublic Schools	80	4	44	128	80	4	44	128	—	—	—	—	—	—	—	—
Total Program	2,411	12	656	3,079	1,925	4	410	1,936	779	6	219	1,004	112	—	27	139

*April 30, 1976, is the approximate date these figures were reported.

TABLE 2
NUMBER OF PARTICIPANTS BY SCHOOL AND BY GRADE LEVEL
RECEIVING REMEDIAL INSTRUCTION FROM THE 1975-76
ESAA BASIC PROGRAM*

School	Grade Level										Total
	1	2	3	50**	4	5	6	7	60**	8	
<u>Elementary</u>											
Adamsville	--	--	--	15	--	--	--	--	71	--	86
Arkwright	--	--	--	--	--	20	27	26	--	--	73
Beecher Hills	--	--	--	--	--	--	--	--	73	--	73
Bolton	11	33	15	--	--	--	--	--	--	--	59
Brandon	--	--	--	21	--	--	--	--	67	--	88
Brewer	10	12	12	--	20	11	2	4	--	--	71
Burgess	--	--	--	--	--	--	--	--	62	--	62
Capitol View	--	--	--	--	16	6	12	13	--	--	47
Cascade	--	14	7	--	16	18	23	12	--	--	90
Chattahoochee	--	--	--	46	--	--	--	--	6	--	52
Cleveland	--	26	21	--	8	--	--	--	--	--	55
Continental Colony	--	25	21	--	--	--	--	--	--	--	46
East Lake	--	--	--	--	--	--	--	--	58	--	58
Fain	--	--	--	--	4	13	25	34	--	--	76
Forrest	--	13	10	--	17	16	11	7	--	--	74
Garden Hills	--	20	11	--	14	18	--	--	--	--	63
Gordon	--	--	--	--	--	--	57	46	--	--	103
Grove Park	--	--	--	--	16	26	27	--	--	--	69
Guice	--	11	10	--	6	9	11	8	--	--	55
Harper	13	16	13	--	10	9	--	--	--	--	61
Harris	--	--	--	--	--	28	11	6	--	--	45
Howell, E. P.	--	13	13	--	14	16	--	--	--	--	56
Howell, M.	--	21	13	--	13	28	--	--	--	--	75
Humphries	--	--	16	--	39	19	--	--	--	--	74
Hutchinson	--	--	22	--	20	15	--	--	--	--	57
Inman	--	17	15	--	17	20	--	--	--	--	69
Jackson	--	11	7	--	8	18	--	--	--	--	44
Lakewood	--	--	11	--	14	20	18	17	--	--	80
Lin	--	--	18	--	9	20	15	10	--	--	72
Mitchell	--	--	--	--	17	14	21	--	--	--	52
Morningside	--	--	--	--	30	17	11	--	--	--	58
Perkerson	--	14	6	--	13	4	12	7	--	--	56
Peterson	--	17	17	--	15	15	16	--	--	--	80
Rivers	--	22	6	--	16	10	--	--	--	--	54
Smith	--	17	22	--	13	15	--	--	--	--	67
Spring	--	18	11	--	9	10	--	--	--	--	48
Stanton, F. L.	--	--	8	--	20	32	23	28	--	--	111
Sylvan Hills	--	23	23	--	10	9	9	--	--	--	74
Venetian Hills	--	--	--	--	3	8	9	15	--	--	35
West	--	--	19	--	10	27	7	5	--	--	68
White	--	--	35	--	--	36	37	--	--	--	108
Subtotal Elementary Schools	34	343	382	82	417	527	384	238	337	--	2,744
<u>Middle</u>											
Long	--	--	--	--	--	--	17	26	--	26	69
O'Keefe	--	--	--	--	--	--	1	2	--	71	74
Sutton	--	--	--	--	--	--	--	37	--	27	64
Subtotal Middle Schools	--	--	--	--	--	--	18	65	--	124	207
Total Atlanta System	34	343	382	82	417	527	402	303	337	124	2,951
<u>Nonpublic</u>											
St. Anthony's	9	7	14	--	6	4	--	--	--	--	40
Sts. Peter and Paul	2	4	7	--	7	4	8	7	--	4	43
St. Thomas More	--	5	10	--	6	5	7	8	--	4	45
Subtotal Nonpublic Schools	11	16	31	--	19	13	15	15	--	8	128
Total Program	45	359	413	82	436	540	417	318	337	132	3,079

*April 30, 1976 is the approximate date these numbers were reported.

**These numbers indicate students attending non-graded schools. 50 designates students in primary grade levels (grades 1 to 3) and 60 designates students in intermediate grade levels (grades 4 to 7).

TABLE 3
ESAA BASIC
ADMINISTRATIVE STAFF

<u>Position</u>	<u>Name</u>
Special Projects Director	Dr. Marion Boyles
ESAA Director	Douglas Rumble
ESAA Basic Research Assistant, Acting	Patrick Henning
ESAA Basic Coordinator — Areas I and II . . .	Norris Long
ESAA Basic Coordinator — Area III, IV, and Non-Public Schools	C. B. Feagan
Non-Public Schools Liaison	Sister Valentina Sheridan

TABLE 4

TEACHING STAFF ASSIGNED TO ESAA BASIC SCHOOLS

School	Principal	ESAA Basic Teacher	ESAA Basic Aide
<u>Elementary</u>			
Adamsville	Mrs. Thelma McKelpin	Mrs. Virginia Edwards	Ms. Geneva Booker
Arkwright	Mr. William Campbell	Mrs. Ann Drake	Mrs. Bertha Washington
Beecher Hills	Mrs. Gwendolyn Howard	Ms. Delores Gibson	Mrs. Cora Tucker
Bolton	Ms. Gladys Eubanks	Ms. Sue Peterson	Mrs. Vivian Aderholt
Brandon	Mrs. Doris John	Ms. Evelyn Lawes	Ms. Jane Hinds
Brewer	Mr. Pinson McCullough	Ms. Donna Lindsey	Mrs. Alvera Taylor
Burgess	Mrs. Peggy Geren	Miss Crystal Turner	Mrs. Wilda Williams
Capitol View	Mrs. Jean Johnson	Ms. Sylvia Green	Mrs. Carolyn Paschal
Cascade	Ms. Carrie Lacey	Miss Mary Echols	Mrs. Kathryn Sampson
Chattahoochee	Mr. Milton Earnest	Ms. Mary Jo Bowie	Mrs. Geraldine Burney
Cleveland Avenue	Mrs. Darlene Glover	Mrs. Brenda Bailey	Mrs. Arneatha Clark
Continental Colony	Mrs. Kate Heaton	Mrs. Evelyn Hammonds	Mrs. Patricia Merckerson
East Lake	Mr. Will Dancy	Mrs. Clarence Thompson	Mrs. Mary King
Fain	Mr. Borah Walton, Jr.	Mrs. Mildred Mallory	Mrs. Alma Roberts
Forrest	Ms. Nettie Shepherd	Mrs. Gwendolyn Sims	Ms. Anne Walton
Garden Hills	Mr. Theo Vocalis	Mrs. Francis Zaglin	Vacant
Gordon	Mr. Charles Pepe	Ms. Arletta Brinson	Mrs. Helen Johnson
Grove Park	Mr. John Willingham	Ms. Mable Wheat	Ms. Hester Lawson
Guice	Mr. John Welsh	Ms. Janice Harris	Miss Carrie Webster
Harper	Mrs. Wilma Williams	Mrs. Roselyn Bellah	Ms. Freddie Walton
Harris	Mr. Michael Cooper	Mrs. Margaret Gardner	Mrs. Ruthie Landers
Howell, E. P.	Mr. Arnold Hyde	Mrs. Golden Mason	Mrs. Derotha Flint
Howell, Minnie	Mrs. Deborah Strickland	Ms. Miriam Hill	Mrs. Patricia Cannon
Humphries	Mr. Howard Mumford	Mrs. Janice Flanagan	Mrs. Barbara Austin
Hutchinson	Mr. Arch Ozburn	Mrs. Cleotha Bolden	Mrs. Barbara Terry
Inman	Mr. Radford Hamilton	Mrs. Mary Hickmon	Mrs. Annie Benson
Jackson	Ms. Jane Wootton	Miss Phyllis Smith	Mrs. Annette Harkness
Lakewood	Mr. Bruce Blake	Mrs. Charlie D. Jones	Ms. Brenda Mosley
Lin	Mr. Wilbert Clower	Mrs. Carolyn Armstrong	Mrs. Rhunetter Gullatt
Mitchell	Mr. Joseph Pearson	Mrs. Dorothy Cowan	Mrs. Mary Williams
Morningside	Mr. Glenn Harkins	Mrs. Sarah Lovein	Mrs. Eleanor Yancey
Perkerson	Ms. Mary Jenkins	Ms. Anna Leggett	Ms. Ronelle Pate
Peterson	Mr. Cecil Moon	Miss Patricia McCleese	Mrs. Patricia Holden
Rivers	Mr. Charles Arter	Mrs. Irma Embry	Mrs. Jacqueline Clark
Smith	Dr. Elizabeth Feely	Ms. Carole Daniels	Mrs. Edith Green
Spring	Ms. Deanna Davis	Ms. Cecile Waronker	Mrs. Shirley Ward
Stanton, F. L.	Ms. Nellie Adams	Ms. JoAnn Murphy	Ms. Mary Franklin
Sylvan Hills	Mr. Spright Hendrix	Ms. Bonita Hood	Mrs. Martha McIntyre
Venetian Hills	Mr. William Rudolph	Ms. Renee Lewis	Ms. Eva Jones
West	Miss Frances McKee	Mrs. Merita Brown	Ms. Jean Beham
White	Ms. Verna Henderson	Ms. Lena Jones	Mrs. Barbara Standford
<u>Middle</u>			
Long	Mr. W. E. Shaw	Mrs. Joanne Walker	Ms. Julia Edwards
O'Keefe	Mr. Oswald Powers	Mrs. Eunice Strong	Mrs. Annie Davis
Sutton	Mr. Robert Morrison	Miss Carolyn Stone	Mrs. Gwendolyn Bollow
<u>Non-Public</u>			
St. Anthony's	Sister Carol Patron	None Budgeted	Ms. Betty Jean Tiller
Sts. Peter and Paul	Sister Ursula Marie	None Budgeted	Ms. Pat Ryan and Gail White
St. Thomas More	Sister Susan Bradley	Ms. Bonnie Crawley	Ms. Ann Dugan

Table 1 presents the number of students receiving remedial instruction in reading and in mathematics. The students received either or both types of remedial instruction depending on their achievement levels in reading and mathematics. A total of 3,079 students received remedial services from ESAA Basic teaching staff in 44 Atlanta System schools and three Catholic schools. Of this total, 2,940 students received remedial reading instruction and 2,075 students received remedial mathematics instruction. While 1,936 students, or 63 per cent of the students, received both remedial reading and remedial mathematics instruction, 1,004 students, or 33 per cent, received only remedial reading instruction and 139 students, or four per cent, received only remedial mathematics instruction.

Table 2 presents, by grade level, the number of students receiving remedial instruction. Of the 3,079 total students, 899 students, or 29 per cent, were in primary grade levels (grades one to three) and 2,048 students, or 67 per cent, were in intermediate grade levels (grades four to seven), while 132 students, or four per cent, were in grade eight. The 45 first graders represented only one per cent of the total and five per cent of primary students. Six schools were nongraded and had 419 remedial students or 14 per cent of the total.

Each remedial teacher scheduled no more than 14 pupils per hour or seven pupils per half hour. Each teacher was assisted by an educational aide. The maximum number of students instructed by a teacher and aide was 70 students per day. Two nonpublic schools employed aides only. The number of students served by each aide did not exceed six per hour or three per half hour. The average daily load of a teacher and aid for FY '76 was 67 students.

The limitations of at least 30 minutes per day, but not longer than one hour per day, for remedial instruction were imposed to insure that sufficient time was provided for intensive remedial instruction but at the same time to avoid separating the pupils from the regular classrooms for a significant portion of the day. On the average, the students received 45 minutes of remedial instruction every school day.

Remedial Instruction

The following activities were implemented to provide remediation in reading and mathematics to the ESAA Basic participants.

1. Diagnosis of pupils with problems in reading and/or mathematics as indicated by their underachievement on standardized tests. The resource personnel provided assistance in the interpretation of test results and aided in designing prescriptive programs.
2. Prescriptive programs designed for pupils who have been diagnosed. Besides teacher-selected diagnostic instruments, the Comprehensive Instructional Program (CIP) for grade levels one through three and the Prescriptive Reading Inventory (PRI) for grade levels four through seven are administered each year and the results were available to the remedial teachers. In addition to test data, the remedial teachers used information provided by the classroom teachers and resource personnel to determine each participant's specific areas of weakness.
3. Implementation of remedial services. This took the form of individualized and small group instruction.
4. Implementation of highly specialized resources and techniques. These techniques involved highly skilled teams of teachers working with the very latest methods and assisted by educational aides. Remedial services were performed in remedial labs in vacant rooms in each participating school. The rooms were equipped for the specific needs of the program.
5. Involvement of all specialized services available to the Atlanta Public Schools which related to specific problems encountered. All facilities and equipment within each school was available for use by ESAA staff and participants.

The diagnostic and prescriptive process was continuous and dynamic.

Materials and Supplies

Each remedial teacher selected instructional materials to meet the particular needs of the participants and to compliment the materials used in the general classrooms. Choice of materials was made in conjunction with

the regular classroom teachers, resource personnel, the ESAA coordinators, and ESAA director. Emphasis was placed on multimedia materials, on high-interest-low-difficulty materials, and on materials which addressed the racial and cultural needs of the participants. The amount of instructional materials was increased in the budget revision.

Staff Training

The remedial education teachers received regular and intensive in-service education in the use of instructional materials, methods in remedial education, and human relations. Presentations were made by not only ESAA Basic personnel, but by resource personnel and representatives of publishing and testing companies. Various staff development activities offered by the School System were attended by ESAA Basic personnel. Paraprofessional personnel received onsite training from the remedial education teachers in conjunction with the coordinators, resource personnel, and the school principals. During the 1975-76 school year, an ESAA educational aide completed the academic requirements for a teacher's certificate and was assigned to a teaching position in the 1976-77 ESAA Basic Program.

Parental and Community Participation

The ideas and suggestions of students, parents, program staff, and community members were sought and included in the planning, development, and plans for implementation of the ESAA Basic Program. A public hearing on the program was held at 4:00 p.m. on April 30, 1975, at Rivers Elementary School. Interested parents, community leaders, representatives from community organizations, teachers, school administrative personnel, members of the District-Wide Advisory Committee, persons from the participating private schools, and others attended this public hearing.

Intensive efforts were made to educate the community at large about schools and methods of the program and to help parents understand and solve school-related problems. A special television program explaining ESAA goals and activities was filmed and presented a number of times on the local educational station and also on the major, local commercial stations. Special slide presentations were prepared for the purpose of informing parents and various interested civic and professional organizations of program activities. PTA programs, newspapers, newsletters, and other media were used to inform the parents and the community.

District-Wide Advisory Committee

The District-Wide Advisory Committee was composed of 16 members and included three students directly affected by the desegregation plan, eight parents of students directly affected by the plan, four teachers, and nine representatives of civic organizations. The members of the committee are listed in Table 5. The committee served both the ESAA Basic and the ESAA Pilot programs. No Student Advisory committees were formed because no high schools participated in the ESAA Basic Program.

The committee meetings were held the last Thursday of each month. Often parents, students, and community members attended the meetings. Each month one of the participating schools hosted the meeting. Those in attendance had the opportunity to observe the ESAA activities in progress.

The members of the committee assisted in the following functions: (1) the identification of problems, (2) the assessment of needs, (3) the review of program application to make suggestions, (4) contribution of regular input in program activities, and (6) the commenting upon and approval of project amendments and budget revisions before they are submitted.

Schedule of Activities

The schedule for implementation of program activities is presented in Table 6. This schedule is more developed than the schedule presented in the ESAA Basic proposal. The additional events were collectively listed as program activities.

Although most of the scheduled completion dates were maintained, a few of the events were delayed for three reasons: (1) teacher placement, (2) administrative reorganization, and (2) increases in personnel and supplies in the budget revision.

TABLE 5
DISTRICT-WIDE ADVISORY COMMITTEE

<u>Name</u>	<u>Organization</u>	<u>Parent</u>	<u>Teacher</u>	<u>Student</u>
Bonnie Bertrand — Chairperson	Morningside-Lenox Park Civic Association	X		
Dr. Ping L. Chung	Chinese-American Institute	X		
Robin Firestone				
Celeste Geli				X
Sun Hee Han		X	X	
Sylvia Hopper	Atlanta Association of Educators			X
Chung Jee	Atlanta Korean Association		X	
Goldie Johnson	Atlanta Council for Public Education			
Mrs. Alexandria Kuo	Chinese-American Institute	X		
Algee Long				
Elena Mola				X
Georgina Placeres		X	X	
Ryburn Stephens	Atlanta Federation of Teachers	X		
Rosa Veiga			X	
Mrs. Garnell Wallace	NAACP Adoption Project	X		
Mrs. LeRoy Woodward	Atlanta Board of Education	X		

TABLE 6
SCHEDULE OF IMPLEMENTATION PLAN FOR ESAA BASIC PROGRAM
1975-76

Major Event	Starting Date		Completion Date	
	Planned	Actual	Planned	Actual
1. Recruitment of project personnel	July 1, 1975	July 1, 1975	August 5, 1975	September 19, 1975
2. Director and coordinator plan detailed program	July 1, 1975	July 1, 1975	August 25, 1975	August 25, 1975
3. Inform principals	July 1, 1975	July 1, 1975	August 25, 1975	August 25, 1975
4. District-Wide Advisory Committee meetings	July 31, 1975	July 31, 1975	Continuous through June 24, 1976	Continuous through June 24, 1976
5. Orient school personnel	August 21, 1975	August 21, 1975	August 29, 1975	September 19, 1975
6. Inform and orient system and area personnel and parents	August 21, 1975	August 21, 1975	October 1, 1975	October 1, 1975
7. Teachers test, diagnose, select participants, and design prescriptive programs	August 21, 1975	August 21, 1975	September 24, 1975	September 24, 1975
8. Requisition materials and supplies	August 26, 1975	August 26, 1975	October 1, 1975	March 15, 1976
9. Implement instructional program	August 26, 1975	August 26, 1975	Continuous through June 30, 1976	Continuous through June 30, 1976
10. Staff once-a-month in-service	September 20, 1976	September 20, 1976	Continuous through June 10, 1976	Continuous through June 10, 1976
11. Budget revision submitted and approved	January 13, 1976	January 13, 1976	January 30, 1976	January 30, 1976
12. Evaluation	July 1, 1976	July 1, 1976	Continuous through June 30, 1976	Continuous through June 30, 1976

EVALUATION

The assessment of the 1975-76 ESAA Basic Program and the program's objectives was conducted per the evaluation procedures specified in the program proposal. Supplementary information has been included to aid in presenting a substantial evaluation of the program activities.

Reading Achievement

As stated in a preceeding section, the Iowa Tests of Basic Skills (ITBS) is the primary standardized test used to gauge the achievement of students in the Atlanta School System. The ITBS is administered each spring to all students in grades one through seven. The test, published by Houghton Mifflin in 1971, is a battery of eleven separate tests organized into the categories of vocabulary, reading comprehension, language skills, work-study skills, and mathematics skills. Raw scores for each of these subtests have been gathered on a national sample of pupils representing all grade levels and geographical areas. These raw scores have been standardized so that for any raw score the median grade level of the pupils in the national sample making that a raw score can be determined. Using this process, the student's performance in any area can be compared against national, state, and local norms.

The age achievement quotient (AAQ) also was described earlier. The AAQ was developed to provide a more appropriate test statistic for ungraded schools.

The AAQ is computed according to the following steps:

1. Convert the raw score for any subtest to a grade equivalent score.
2. Convert the grade equivalent score to an age equivalent score (AE) by means of the conversion table.
3. Divide the AE by the actual age of the child at the time of testing (use years and tenths of a year for a child's age, such as 10.1, 12.4, etc.).
4. Multiply the figure computed in step 3 by 100.

$$\text{(Thus, AAQ} = \frac{\text{AE}}{\text{actual age}} \times 100\text{)}$$

Spring 1975 AAQ scores served as the basis for participant selection and as a pretest. Spring 1976 AAQ scores served as posttest for evaluating students' improvement in the basic academic skills. The gain was computed for each student by subtracting the 1975 AAQ score from the 1976 AAQ score. The mean gain then was computed for all students. Similarity for those students which also had scores in 1974, gains in AAQ scores were computed by comparing 1974 AAQ scores (pretest) to 1975 AAQ scores (posttest). The per cent increase in gain was calculated by subtracting the mean gain for 1974 versus 1975 from the mean gain for 1975 versus 1976 and dividing by the absolute value of the mean gain for 1974 versus 1975.

A list of several factors which should be considered in this type of analysis follows:

1. The analysis cannot include 1975-76 first grade students except for those who were first graders for both years.
2. Those students who did not have both pretests and posttests necessarily were dropped from the analysis. Therefore, the number of students represented in each group was smaller than the total number of students tested in any one year.
3. Beyond the first grade, scores progressively fall below the national norm. This phenomenon occurs repeatedly in the Atlanta System; it is typical of most large urban school systems. Although academic progress is steady or increasing the AAQ score may decrease. This means that the growth in achievement was less than the growth in age. For the AAQ score to increase, more than a year in academic progress must be made for a year increase in age.
4. A modified plan of individualized achievement testing continued in 1975-76 to be implemented, whereby test levels were administered according to the skills development of the students. The plan, referred to as out-of-level testing, was possible because the entire test battery and norming process of the ITBS were designed to permit such an individualized program. An important consequence of this procedure should be explained. Grade equivalent scores are expected to drop in the initial out-of-level testing program. This phenomenon occurs because it is possible for a chance score

obtained by a low achiever on an on-level test to be higher than the true achievement score. After the initial testing, however, scores should stabilize and the gains will reflect true achievement changes more reliably.

In analyzing the achievement of the participants, we must also consider that all students receiving remedial services do not respond to the extra individual instruction. No matter how much special assistance is provided, a number of students typically do not respond.

A reduction of chance-level scores has been accomplished with the out-of-level testing. That is, when the reading level of the test is too difficult for a student, the student can make what is called a chance-level score, merely by guessing at the answers. Many students in previous years have made these chance-level scores, which are useless as indication of valid performance. The out-of-level testing plan was initiated in 1975. In 1974, 36.3 per cent of ESAA students scored at or below the chance level in reading as compared to 25.1 per cent of the students system wide. In 1975, after implementation of the plan, 16.7 per cent of ESAA students scored at or below the chance level in reading as compared to 13.9 per cent of the students system wide. From Table 7, it can be seen that 10.3 per cent of ESAA students scored at or below the chance level in reading as compared to 9.1 per cent of the students system wide.

TABLE 7
PER CENT OF STUDENTS AT OR BELOW
CHANCE LEVEL IN READING
1976

Grade	ESAA Students		All Students	
	N	Per Cent	N	Per Cent
1	3	6.7	479	9.5
2	17	6.4	231	4.7
3	22	7.9	431	8.9
4	39	11.9	457	8.9
5	34	8.7	473	9.0
6	34	12.5	657	11.8
7	19	8.5	570	10.5
50	7	9.5	281	7.8
60	54	13.9	427	10.4
Total/Average	229	10.6	4,006	9.1

The objective for the ESAA Basic remedial reading students was to demonstrate a 35 per cent increase in gain in 1976 over the gain achieved in the previous year. Tables 8 and 9 list mean AAQ scores and mean AAQ gain

for both ESAA and non-ESAA students. Note that the columns labeled "grade" in each table refer to the grade levels for FY '76.

Most of the AAQ gains listed in the tables are negative. This is a result of less than a year increase in test scores for full year increase in age.

The reading AAQ scores for ESAA and non-ESAA students system wide are presented by grade in Table 8. From these data, it can be seen that a pattern of decrease in AAQ for FY '75 to FY '76 is substantially less for ESAA remedial students. This is especially true for the upper grade. Grade seven and level 60 students even had positive gains. This is a reversal of the trend for ESAA students for FY '74 to FY '75. The pattern of decrease in AAQ was greater for ESAA students and the upper grades experienced the largest decline.

The AAQ data and gains by school are presented in Table 9. The data for FY '74 to FY '75 shows that the ESAA students were performing at a lower level and falling behind the norm of 100 at a faster rate than non-ESAA students at the same schools and also system wide. A comparison of the FY '75 to FY '76 data shows that the ESAA Basic Program has been successful in slowing the decline in reading AAQ for the ESAA participants. The gains for ESAA students were higher in 28 schools in FY '76 as compared to FY '75. The negative gains do not mean that the students did not exhibit growth in skill mastery. It means that their loss in AAQ was not as much as it was the year before; however, achievement rate remains less than one year for an increase of one year in age.

A comparison of the reading achievement in ESAA students to non-ESAA students shows that the ESAA students had a mean gain of 0.4 AAQ higher than non-ESAA students in the same 42 schools, and they had a mean gain of 1.1 AAQ higher than non-ESAA students system wide.

The ESAA students achieved an increase in mean gain of 50.0 per cent (FY '74 to FY '75 compared to FY '75 to FY '76) and, thereby, more than accomplished the objective for reading. By comparison, the increase in mean gain for non-ESAA students in the same 42 schools was -6.5 per cent and 14.5 per cent for non-ESAA students system wide. Therefore, the improvement of ESAA students was more than three times greater than the improvement of non-ESAA students.

Figure 1 presents the per cent of ESAA remedial reading students in the various AAQ categories plotted for the three years; 1974, 1975 and 1976.

TABLE 8
COMPARISON OF READING AAQ SCORES FOR ESAA AND NON-ESAA STUDENTS BY GRADE FOR
FY '74 TO FY '75 AND FY '75 TO FY '76

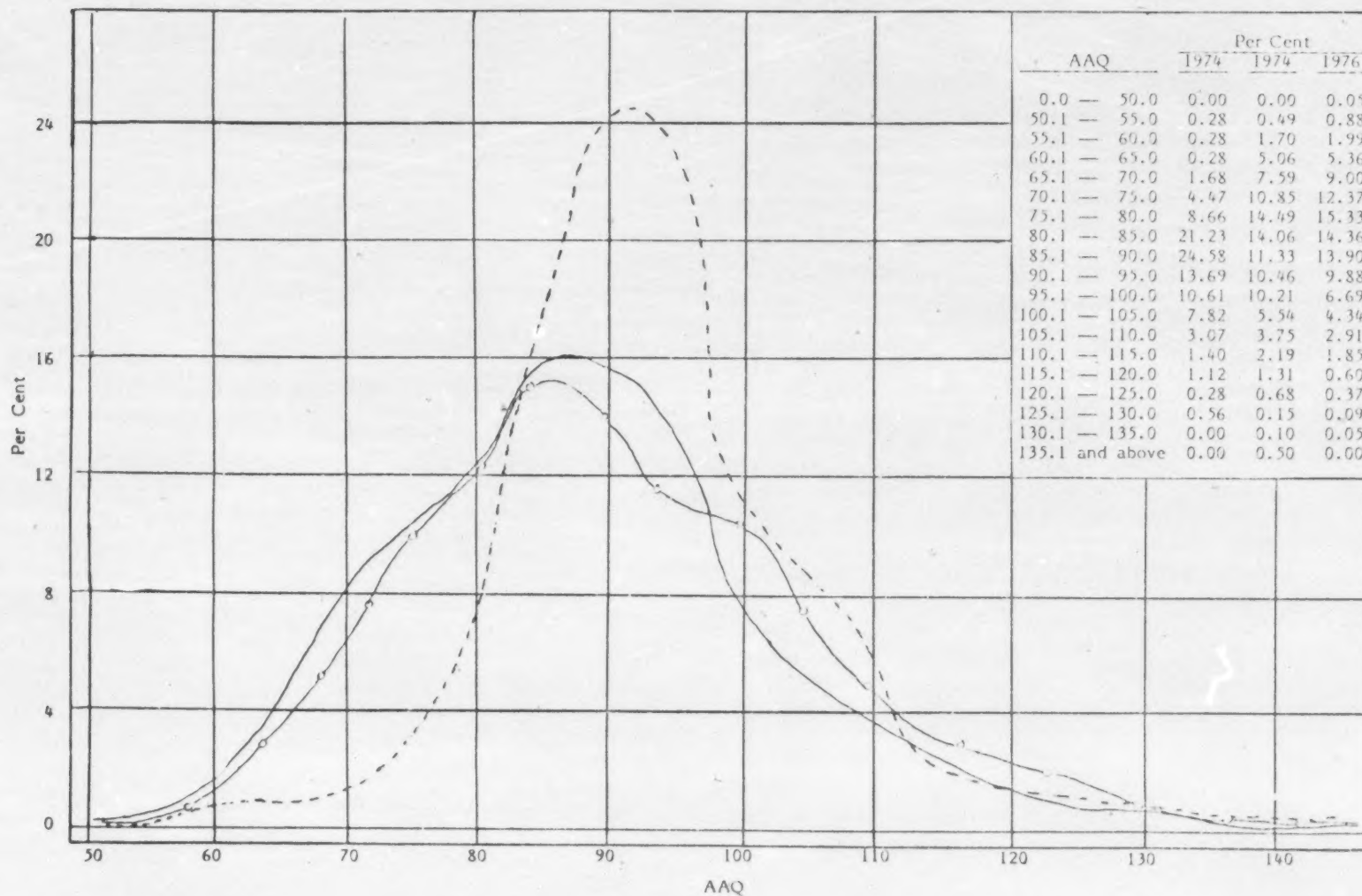
Grade	FY '74 to FY '75										FY '75 to FY '76									
	ESAA				Non-ESAA				ESAA Gain Over Non- ESAA Gain	ESAA				Non-ESAA				ESAA Gain Over Non- ESAA Gain		
	N	FY '74	FY '75	Gain	N	FY '74	FY '75	Gain		N	FY '75	FY '76	Gain	N	FY '75	FY '76	Gain			
		AAQ	AAQ			AAQ	AAQ				AAQ	AAQ			AAQ	AAQ			AAQ	AAQ
1	—	—	—	—	1	118.5	114.8	-3.7	—	1	102.4	81.0	-21.4	156	96.3	91.8	-4.5	-16.9		
2	20	99.2	90.2	-9.0	166	96.3	89.4	-6.9	-2.1	229	100.8	92.2	-8.6	4,064	104.3	98.3	-6.0	-2.6		
3	209	97.4	93.4	-4.0	3,609	104.7	100.8	-3.9	-0.1	243	93.2	86.6	-6.6	4,105	100.5	93.5	-7.0	0.4		
4	260	92.6	87.7	-4.9	3,869	97.8	93.5	-4.3	-0.6	295	87.3	81.7	-5.6	4,323	93.1	89.5	-3.6	0.0		
5	320	89.1	83.3	-5.8	4,019	95.3	90.3	-5.0	-0.8	357	83.1	80.9	-2.2	4,432	90.0	87.5	-2.5	0.3		
6	224	84.8	78.8	-6.0	4,332	91.6	86.8	-4.8	-1.2	247	78.6	77.2	-1.4	4,844	86.4	83.2	-3.2	1.8		
7	181	81.9	74.1	-7.8	4,204	89.2	82.9	-6.3	-1.5	205	73.3	74.0	0.7	4,771	82.8	81.0	-1.8	2.5		
50	38	100.3	99.8	-0.5	940	102.2	100.3	-1.9	1.4	53	99.9	96.8	-3.1	2,095	101.7	96.1	-5.6	2.5		
60	233	86.3	79.0	-7.3	3,160	93.2	88.8	-4.4	-2.9	263	79.0	80.1	1.1	3,552	88.3	85.8	-2.5	3.6		
Total/System	1,485	89.4	83.6	-5.8	24,308	95.4	90.7	-4.7	-1.1	1,893	85.5	82.6	-2.9	32,342	92.7	88.7	-4.0	1.1		

TABLE 9
COMPARISON OF READING AAQ SCORES FOR ESAA AND NON-ESAA STUDENTS BY SCHOOL FOR
FY '74 TO FY '75 AND FY '75 TO FY '76

School *	FY '74 to FY '75								ESAA Gain Over Non- ESAA Gain	FY '75 to FY '76								ESAA Gain Over Non- ESAA Gain
	ESAA				Non-ESAA					ESAA				Non-ESAA				
	N	FY '74 AAQ	FY '75 AAQ	Gain	N	FY '74 AAQ	FY '75 AAQ	Gain		N	FY '75 AAQ	FY '76 AAQ	Gain	N	FY '75 AAQ	FY '76 AAQ	Gain	
Elementary																		
Adamsville	61	87.3	81.7	-5.6	358	98.1	95.6	-2.5	-3.1	73	80.4	88.8	8.4	512	97.1	101.2	4.1	4.3
Arkwright	67	81.7	74.9	-6.8	215	94.8	93.1	-1.7	-5.1	68	74.6	73.7	-0.9	283	94.6	89.5	-5.1	-4.2
Beecher Hills	65	88.2	83.3	-4.9	237	96.0	95.1	-0.9	-4.0	70	83.1	85.1	2.0	295	97.4	94.8	-2.6	-2.6
Bolton	11	97.3	86.4	-10.9	35	113.0	109.1	-3.9	-7.0	33	99.6	91.9	-7.7	70	114.5	107.7	-6.8	-7.9
Brandon	42	93.9	88.9	-5.0	114	106.0	104.0	-2.0	-3.0	53	90.4	87.5	-2.9	173	106.8	104.1	-2.7	-3.2
Brewer	19	90.6	81.8	-8.8	100	97.3	94.2	-3.1	-5.7	38	84.0	80.4	-3.6	135	95.5	92.1	-3.4	-3.2
Burgess	49	83.1	72.1	-11.0	214	93.6	91.4	-2.2	-3.8	52	71.9	70.5	-1.4	266	92.9	88.7	-4.2	-2.8
Capital View	28	85.0	76.3	-8.7	163	93.9	89.4	-4.5	-4.2	31	76.5	70.7	-5.8	217	90.9	87.4	-3.5	-2.3
Cascade	35	87.3	86.6	-0.7	170	98.8	97.6	-1.2	0.5	52	87.2	81.9	-5.3	225	98.3	95.1	-3.2	-2.1
Chattahoochee	12	102.2	95.6	-6.6	146	94.6	88.0	-6.6	0.0	24	96.6	88.7	-7.9	188	91.0	86.9	-4.1	-3.8
Cleveland	20	96.1	89.6	-6.5	179	100.3	95.0	-5.3	-1.2	41	93.3	86.0	-7.3	282	97.3	93.9	-3.4	-3.9
Continental	16	97.4	92.6	-4.8	287	99.4	98.1	-1.3	3.5	31	96.1	91.7	-4.4	376	99.5	97.5	-2.0	-2.4
Colony	42	86.4	80.3	-6.1	160	96.7	93.5	-3.2	-2.9	44	80.4	75.6	-4.8	248	94.6	90.4	-4.2	-3.6
East Lake	48	81.6	75.5	-6.1	249	96.6	93.8	-2.8	-3.3	54	76.1	75.1	-1.0	345	95.1	91.0	-4.1	3.1
Fain	38	101.8	99.6	-2.2	108	91.6	83.3	-8.3	6.1	45	100.7	93.8	-6.9	143	87.0	82.8	-4.2	-2.7
Forrest	24	97.5	88.5	-9.0	90	112.4	107.1	-5.3	-3.7	40	96.5	89.8	-6.7	126	108.8	103.9	-4.9	-1.8
Garden Hills	77	85.4	78.7	-6.7	205	93.9	93.0	-0.9	-5.8	87	77.8	77.7	-0.1	262	95.5	92.5	-3.2	3.1
Gordon	51	88.3	80.5	-7.8	238	93.8	91.4	-2.4	-5.4	53	80.0	77.7	-2.3	292	94.0	88.1	-5.9	3.6
Grove Park	23	83.0	83.8	0.8	126	91.8	86.8	-5.0	0.8	30	86.3	80.5	-5.8	188	89.0	85.8	-3.2	-2.6
Guice	25	88.6	87.0	-1.6	152	89.9	87.0	-2.9	1.3	41	92.7	84.7	-8.0	200	91.4	86.5	-4.9	-3.1
Harper	31	92.5	83.9	-8.6	187	94.2	92.1	-2.1	-6.5	32	84.5	84.0	-0.5	248	95.1	90.3	-4.8	4.3
Harris	25	88.2	82.3	-5.9	72	99.8	94.5	-5.3	-5.6	36	86.9	79.7	-7.2	114	98.1	92.4	-5.7	-1.5
Howell, E. P.	10	88.6	83.9	-4.7	70	100.9	102.1	1.2	-5.9	28	91.6	90.1	-1.5	104	105.6	101.9	-3.7	2.2
Howell, M.	44	95.7	93.8	-1.9	100	97.5	91.4	-6.1	-4.2	50	92.6	89.4	-3.2	165	96.2	89.4	-6.8	3.6
Humphries	30	88.2	82.8	-5.4	126	96.9	92.4	-4.5	-0.9	39	85.1	80.4	-4.7	178	93.6	90.7	-2.9	-1.8
Hutchinson	28	92.7	81.2	-11.5	80	107.0	106.2	-0.8	-10.7	38	84.7	79.9	-4.8	135	106.4	100.2	-6.2	-1.4
Inman	16	95.2	88.9	-6.3	95	115.3	112.3	-3.0	-3.3	25	89.5	90.0	0.5	148	115.0	111.1	-3.9	-1.4
Jackson	40	84.4	80.0	-4.4	140	97.3	93.8	-3.5	-0.9	52	78.8	74.4	-4.4	196	94.8	89.6	-5.2	3.8
Lakewood	38	86.7	80.7	-6.0	141	97.2	94.8	-2.4	-3.6	48	80.4	77.0	-3.4	209	96.6	93.5	-3.1	-2.3
Lin	39	88.5	80.5	-8.0	96	104.4	103.0	-1.4	-6.6	39	80.5	81.7	1.2	109	102.9	101.1	-0.8	2.0
Mitchell	33	95.9	91.3	-4.6	53	108.0	112.3	4.3	-4.7	37	91.0	89.9	-1.1	62	111.1	106.3	-4.8	3.7
Morningside	22	93.8	96.9	3.1	132	96.1	89.7	-6.4	3.5	35	97.5	91.3	-6.2	185	91.8	91.6	-0.2	-3.0
Parkerson	35	86.4	79.6	-6.8	233	93.1	91.5	-1.6	-5.2	51	82.8	79.0	-3.8	283	92.2	89.3	-2.9	-1.9
Peterson	29	90.5	82.2	-8.3	117	109.7	104.7	-5.0	-3.3	40	87.4	82.6	-4.8	170	106.9	102.5	-4.4	-2.4
Rivers	30	92.2	92.5	0.3	111	116.2	114.4	-1.8	1.5	44	93.4	86.9	-6.5	166	115.8	112.6	-3.2	-1.1
Smith	8	97.7	96.8	-0.9	48	97.4	93.8	-3.6	2.7	21	99.1	92.1	-7.0	84	96.8	96.7	-0.1	-3.9
Spring	97	89.5	84.7	-4.8	58	106.9	104.2	-2.7	-2.1	102	89.4	81.7	-7.7	89	107.6	99.7	-7.9	1.2
Stanton, F.L.	34	95.4	89.0	-6.4	178	105.6	97.0	-8.6	-2.8	48	91.9	87.9	-4.0	213	98.0	97.4	-0.6	-3.4
Sylvan	19	86.6	74.0	-12.6	421	99.8	93.5	-6.3	-6.3	24	74.0	72.8	-1.2	381	95.6	90.4	-5.2	-1.0
Venetian Hills	44	89.7	82.4	-7.3	118	96.5	94.4	-2.1	-5.2	52	81.6	81.1	-0.5	178	96.4	94.4	-2.0	1.5
West	56	92.3	91.2	-1.1	239	95.9	93.3	-2.6	1.5	62	92.1	88.6	-3.5	312	94.7	92.9	-1.8	-1.7
White																		
Middle																		
Sutton	24	82.4	74.0	-8.4	444	100.4	97.7	-2.7	-5.7	28	73.3	71.3	-2.0	460	97.7	95.1	-2.6	6.6
Total/Average																		
Average	1,485	89.4	83.6	-5.8	6,805	98.3	95.2	-3.1	-2.7	1,893	85.5	82.6	-2.9	9,215	97.3	94.0	-3.3	6.4
Total/System	1,485	89.4	83.6	-5.8	24,308	95.4	90.7	-4.7	-1.1	1,893	85.5	82.6	-2.9	32,342	92.7	88.7	-4.0	1.1

*Okkeet Middle School not included because almost all of the 1976 ESAA students were grade 8 and those few in lower grades did not have the required test scores.

FIGURE 1
ESAA BASIC PARTICIPANTS' PROFILES OF IOWA TESTS OF BASIC SKILLS READING SCORES BASED ON
AGE ACHIEVEMENT QUOTIENT (AAQ), ALL GRADES: 1974, 1975, 1976



Year	Legend	Grade	N	Minimum	Maximum	Mean	Median	Mode	S.D.
1974	-----	1-5	358	64.4	126.3	89.0	87.8	90.0	10.43
1975	—○—	1-6	2,056	52.1	134.2	84.8	83.5	80.0	14.00
1976	———	1-7	2,166	47.0	127.0	83.1	82.0	80.0	13.20

The students represented included not only those ESAA students who had scores for all three years, but all ESAA students who had scores for any of the three years. Since the data were not presented for pre-post comparisons, students with scores for only one of the three years were also included. The 1976 AAQ scores shifted downward in spite of gains in reading. This shift was due to a lower rate of gain in achievement than the rate of gain in age. It can be seen that the per cent of 1976 AAQ scores increased in ranges 80.0 AAQ and below, and the per cent of 1976 AAQ scores decreased above 80.0 range, especially in the 80.0 through 100.0 AAQ range.

The results of the ESAA remedial reading activities were extremely positive. These results indicate a very definite improvement in reading achievement for the ESAA Basic participants.

Mathematics Achievement

Similar to the reading results, the per cent of ESAA mathematics students scoring at or below the chance level in 1976 is quite low. From Table 10 it can be seen that only 11.0 per cent of ESAA students scored in the chance-level range. No chance-level data were available for mathematics scores for students system wide or for previous years.

TABLE 10
PER CENT OF STUDENTS AT OR BELOW
CHANCE LEVEL IN MATHEMATICS
1976

Grade	ESAA Students	
	N	Per Cent
1	—	—
2	15	7.5
3	15	7.1
4	30	11.4
5	26	8.8
6	22	12.9
7	13	8.9
50	—	—
60	49	20.8
Total/Average	168	11.0

The objective for ESAA Basic remedial mathematics students was to demonstrate a 35 per cent increase in gain in 1976 over the gain achieved in the previous year. Tables 11 and 12 list mean AAQ scores and mean AAQ gains for both ESAA and non-ESAA students. Again, note that the columns labeled "grade" in each table refer to the grade levels for FY '76.

Table 11 presents the mathematics AAQ scores for ESAA and non-ESAA students system wide by grade. Although the total decreases in AAQ for FY '75 to FY '76 are similar for both ESAA and non-ESAA students, the patterns by grade of decreases in AAQ are quite different. The non-ESAA students experienced similar decreases for all grades, except for greater decreases for grades one and two. The decreases for ESAA students were greater in the lower grades than the upper grades. The second grade students had a very large decrease, while the primary level students (level 50) experienced an increase. For FY '74 to FY '75, ESAA students in almost all grades had greater decreases than for the following year.

The AAQ data and gains by school are presented in Table 12. The data for FY '74 to FY '75 show that the ESAA mathematics students were performing at a lower level and also falling behind the norm of 100 at a faster rate than their peers. A comparison of the FY '75 to FY '76 data shows that the ESAA Basic Program has been successful in slowing the decline in mathematics AAQ for the ESAA students.

The gains for ESAA students were higher in 24 schools in FY '76 as compared to FY '75. Overall, the ESAA students had a mean gain of -0.7 AAQ less than non-ESAA students in the same 35 schools, and they had a mean gain of 0.1 higher than non-ESAA students system wide. The ESAA students achieved an increase in mean gain of 50.0 per cent (FY '74 to FY '75 compared to FY '75 to FY '76). The objective for mathematics was more than accomplished. By comparison, the increase in mean gain for non-ESAA students in the same 35 schools was 50.0 per cent and 55.0 per cent for non-ESAA students system wide. For students performing at a mastery level well below the norm, below the average of their respective schools, and also below the system average, it is considered positive and an accomplishment for the students to have an increase in gain so close to that of the non-ESAA students.

Figure 2 presents the per cent of ESAA remedial mathematics students in the various AAQ categories plotted for 1974, 1975, and 1976. All students

TABLE 11

COMPARISON OF MATHEMATICS AAQ SCORES FOR ESAA AND NON-ESAA STUDENTS BY GRADE FOR
FY '74 TO FY '75 AND FY '75 TO FY '76

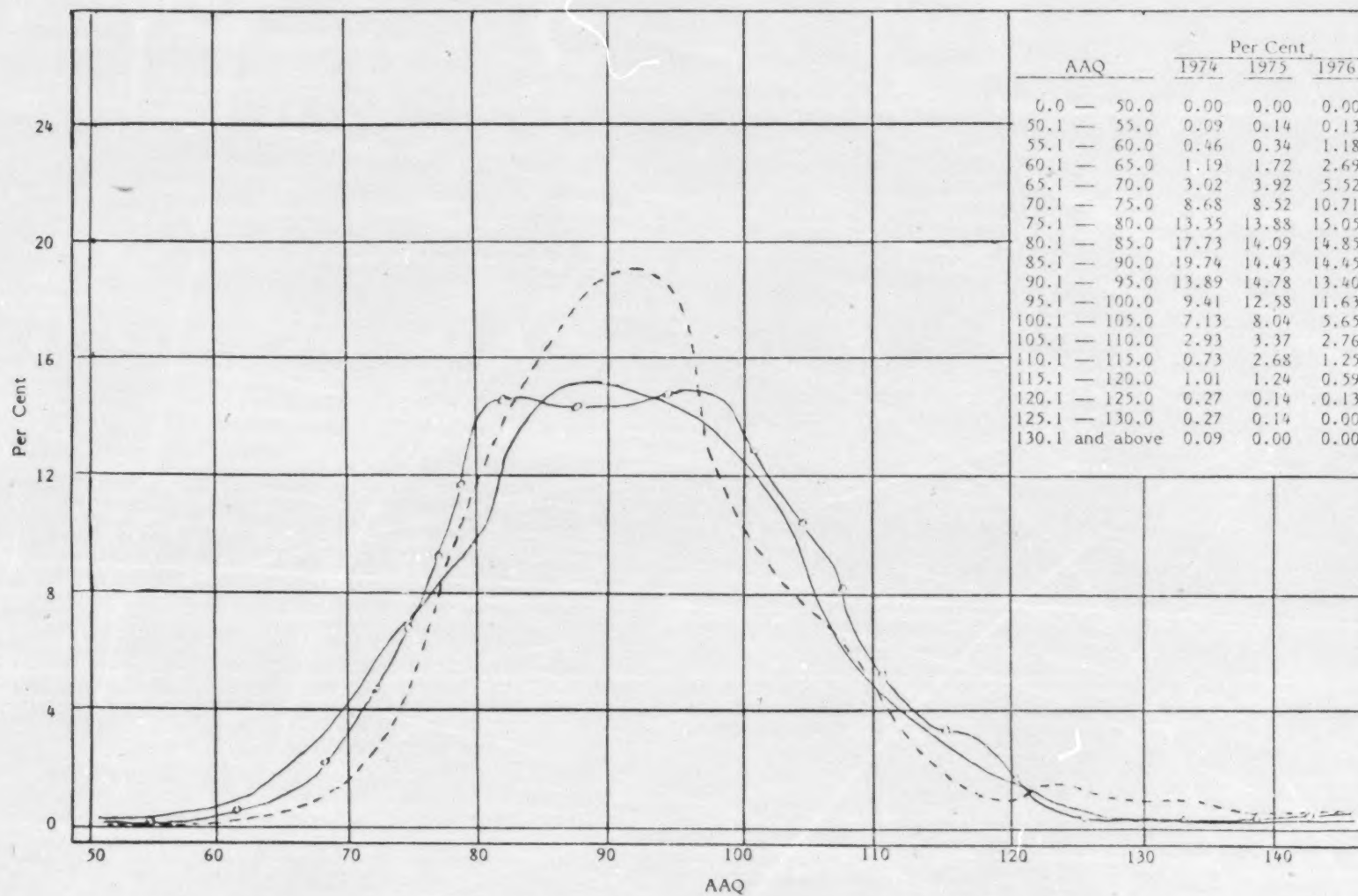
FY '74 to FY '75										FY '75 to FY '76									
Grade	N	ESAA			N	Non-ESAA			ESAA Gain Over Non- ESAA Gain	N	ESAA			N	Non-ESAA			ESAA Gain Over Non- ESAA Gain	
		FY '74 AAQ	FY '75 AAQ	Gain		FY '74 AAQ	FY '75 AAQ	Gain			FY '75 AAQ	FY '76 AAQ	Gain		FY '75 AAQ	FY '76 AAQ	Gain		
1	—	—	—	—	1	106.8	105.8	-1.0	—	—	—	—	151	97.5	93.4	-4.1	—		
2	7	99.9	94.7	-5.2	177	98.7	92.2	-6.5	-1.3	145	103.4	94.7	-8.7	3,922	105.0	100.5	-4.5	-4.2	
3	156	100.7	92.8	-7.9	3,573	104.0	97.6	-6.4	-1.5	179	92.7	90.6	-2.1	4,062	97.4	95.3	-2.1	0.0	
4	208	97.1	92.6	-4.5	3,867	101.2	95.8	-5.4	0.9	236	92.0	87.6	-4.4	4,304	95.4	91.6	-3.8	-0.6	
5	252	90.3	86.7	-3.6	4,074	94.9	90.7	-4.2	0.6	274	86.3	84.0	-2.3	4,469	90.4	88.1	-2.3	0.0	
6	141	88.3	82.0	-6.3	4,347	93.2	87.9	-5.3	-1.0	152	82.3	78.8	-3.5	4,709	87.7	84.5	-3.2	-0.3	
7	123	84.2	77.8	-6.4	4,186	89.7	84.9	-4.8	-1.6	138	77.4	75.6	-1.8	4,496	84.7	82.6	-2.1	0.3	
90	11	104.7	101.0	-3.7	963	102.7	98.4	-4.3	0.6	12	99.7	102.8	3.1	2,139	100.6	98.2	-2.4	5.5	
60	204	88.2	83.0	-5.2	3,360	93.8	89.9	-3.9	-1.3	225	82.6	84.2	1.6	3,781	89.5	87.9	-1.6	3.7	
Total/System	1,102	92.0	86.6	-5.4	24,549	96.2	91.2	-5.0	-0.4	1,361	88.1	85.4	-2.7	32,054	93.2	90.4	-2.8	0.1	

TABLE 12

COMPARISON OF MATHEMATICS AAQ SCORES FOR ESAA AND NON-ESAA STUDENTS BY SCHOOL FOR
FY '74 TO FY '75 AND FY '75 TO FY '76

School	FY '74 to FY '75									FY '75 to FY '76								
	ESAA				Non-ESAA				ESAA Gain Over Non- ESAA Gain	ESAA				Non-ESAA				ESAA Gain Over Non- ESAA Gain
	FY '74 AAQ	FY '75 AAQ	Gain	N	FY '74 AAQ	FY '75 AAQ	Gain	N		FY '75 AAQ	FY '76 AAQ	Gain	N	FY '75 AAQ	FY '76 AAQ	Gain	N	
Elementary																		
Adamsville	63	90.5	86.2	-4.3	421	96.9	94.3	-2.6	-1.7	73	84.5	91.3	6.8	511	97.4	102.6	5.2	1.6
Arkwright	65	84.5	80.0	-4.5	256	92.8	89.6	-3.2	-1.3	68	79.6	76.8	-2.8	283	94.4	93.5	-0.9	-1.7
Beecher Hills	64	95.2	86.2	-9.0	293	93.9	92.6	-1.3	-2.7	69	86.3	89.8	3.5	293	96.3	96.3	0.0	3.5
Bolton	12	97.0	87.6	-9.4	46	107.2	97.7	-9.5	0.1	34	100.8	91.6	-9.2	68	108.2	105.0	-3.2	-6.0
Brewer	6	87.4	77.3	-10.1	118	96.7	92.2	-4.5	-5.6	15	79.1	75.1	-4.0	156	94.7	91.9	-2.8	-1.2
Burgess	47	86.4	76.9	-9.5	256	93.5	88.5	-5.0	-4.5	50	76.4	74.9	-1.5	266	92.3	89.3	-3.0	1.5
Capitol View	28	89.4	77.9	-11.5	191	95.6	89.2	-6.4	-5.1	33	77.9	74.4	-3.5	212	92.2	88.7	-3.5	0.0
Cascade	38	92.2	87.3	-4.9	207	96.9	95.4	-1.5	-1.4	42	88.2	85.1	-3.1	232	99.1	97.6	-1.5	-1.6
Cleveland	20	98.6	91.8	-6.8	247	99.2	93.1	-6.1	-6.7	40	96.1	91.1	-5.0	283	97.8	93.5	-4.3	-0.7
Continental Colony	16	98.8	89.3	-9.5	300	98.4	94.8	-3.6	-5.9	29	94.8	88.9	-5.9	375	96.5	94.0	-2.5	-3.4
Drew	—	—	—	—	—	—	—	—	—	2	82.8	75.5	-7.3	597	88.1	85.1	-3.0	-4.3
East Lake	41	88.1	84.9	-3.2	200	97.4	92.7	-4.7	-1.5	43	85.3	79.6	-5.7	246	96.6	92.6	-4.0	-1.7
Fain	25	83.5	78.2	-5.3	292	95.5	92.6	-2.9	-2.4	27	78.4	74.9	-3.5	372	95.7	93.2	-2.5	-1.0
Forrest	21	101.8	98.5	-3.3	143	96.2	88.7	-7.5	-7.2	29	100.0	94.6	-5.4	157	90.5	87.0	-3.5	-1.9
Garden Hills	24	101.6	91.6	-10.0	111	108.6	101.7	-6.9	-3.1	38	95.6	91.9	-3.7	123	105.4	103.5	-1.9	-1.8
Grove Park	9	93.3	83.4	-9.9	287	92.9	90.4	-2.5	-7.4	9	83.4	83.3	-0.1	332	93.1	88.3	-4.8	4.7
Guice	23	92.9	87.0	-5.9	145	93.0	89.4	-3.6	-2.3	28	92.4	87.1	-5.3	182	91.4	88.7	-2.7	-0.6
Harris	30	95.2	86.4	-8.8	218	93.8	93.3	-0.5	-0.3	32	87.2	86.0	-1.2	246	93.6	90.0	-3.6	2.4
Howell, E. P.	24	85.9	84.0	-1.9	95	96.7	92.8	-3.9	-1.0	36	87.8	85.0	-2.8	111	98.0	93.6	-4.4	1.6
Howell, M.	9	95.0	94.7	-0.3	84	99.3	95.2	-4.1	3.8	15	91.1	93.8	2.7	117	100.7	98.6	-2.1	4.8
Humphries	44	97.7	92.7	-5.0	142	97.9	91.7	-6.2	-1.2	50	91.4	88.6	-2.8	162	94.8	91.1	-3.7	0.9
Hutchinson	29	92.9	85.7	-7.2	153	96.7	90.7	-6.0	-1.2	37	89.0	86.9	-2.1	174	93.7	92.1	-1.6	-0.5
Inman	27	93.5	87.4	-6.1	107	101.8	97.9	-3.9	-2.2	38	90.1	84.6	-5.5	133	102.4	100.8	-1.6	-3.9
Jackson	16	97.8	91.9	-5.9	111	108.8	105.3	-3.5	-2.4	25	94.1	96.3	2.2	147	109.1	111.3	2.2	0.0
Lakewood	47	95.1	86.1	-9.0	176	96.0	92.1	-3.9	-2.1	57	89.6	81.4	-8.2	184	94.8	92.1	-2.7	-5.5
Mitchell	39	91.6	86.0	-5.6	134	100.6	97.5	-3.1	-2.5	39	86.0	85.3	-0.7	108	102.2	101.5	-0.7	-5.0
Morningside	32	94.5	92.0	-2.5	84	101.1	100.8	-1.7	-0.2	37	91.4	88.4	-3.0	61	108.3	106.1	-2.2	-0.8
Parkerson	22	105.2	98.8	-6.4	138	97.8	92.3	-5.5	-4.1	35	98.2	91.5	-6.7	188	92.4	91.5	-0.9	-5.8
Smith	6	95.9	85.9	-10.0	141	106.5	104.4	-2.1	-2.9	16	97.4	88.3	-9.1	154	106.8	106.6	-0.2	-8.9
Spring	15	100.0	95.9	-4.1	55	97.6	94.5	-3.1	-1.0	16	97.8	94.0	-3.8	88	98.4	95.2	-3.2	-0.6
Stanton, F.L.	47	93.8	88.3	-5.5	155	98.1	93.4	-4.7	-0.8	152	87.8	84.5	-3.3	89	104.7	102.1	-2.6	-0.7
Sylvan	34	96.5	88.6	-7.9	209	98.8	96.7	-2.1	-3.8	48	92.6	88.7	-3.9	213	97.0	95.9	-1.1	-2.8
West	45	94.8	88.9	-5.9	159	97.7	93.6	-4.1	-1.2	51	87.8	83.8	-4.0	174	98.0	94.8	-3.2	-0.8
White	54	95.4	91.4	-4.0	244	96.3	93.1	-3.2	-0.2	61	92.0	91.2	-0.8	312	95.7	93.9	-1.8	1.0
Middle																		
Long	33	82.0	72.8	-9.2	405	88.8	83.0	-5.8	-3.4	37	72.7	68.3	-4.4	404	83.7	80.1	-3.6	-0.8
Total/ Average	1,102	92.0	86.6	-5.4	6,423	96.7	92.7	-4.0	-1.4	1,361	88.1	85.4	-2.7	7,793	95.5	93.5	-2.0	-0.7
Total/System	1,102	92.0	86.6	-5.4	24,549	96.2	91.2	-5.0	-0.4	1,361	88.1	85.4	-2.7	32,054	93.2	90.4	-2.8	0.1

FIGURE 2
ESAA BASIC PARTICIPANTS' PROFILES OF IOWA TESTS OF BASIC SKILLS MATHEMATICS SCORES BASED ON
AGE ACHIEVEMENT QUOTIENT (AAQ), ALL GRADES: 1974, 1975, 1976



Year	Legend	Grade	N	Minimum	Maximum	Mean	Median	Mode	S.D.
1974	-----	1-5	1,094	57.7	129.2	87.0	86.2	90.0	11.29
1975	—○—	1-6	1,455	50.4	125.4	87.8	87.4	95.0	12.17
1976	————	1-7	1,522	53.0	123.0	85.7	85.0	80.0	11.81

who had AAQ scores for any of the three years were included. Similar to the reading scores, the 1976 mathematics scores shifted downward. Also, the per cent of 1976 AAQ scores increased in the range of 80.0/AAQ and below. Substantial decreases in 1976 AAQ scores were noted only in the range of 80 to 95.

The remedial mathematics achievement results were not as pronounced as the results for reading; however, the objective for mathematics was accomplished and the remedial mathematics students did experience a significant increase in performance.

Attendance

The remedial program was designed to produce positive effects in domains other than achievement. By providing students with positive learning situations, their self-concept and attitude toward school should improve. Consequently, attendance of the remedial students should improve. The objective for attendance was ESAA schools to have a mean per cent of attendance at least 1.5 per cent higher than the mean per cent of attendance for the System.

Attendance data are presented by grade level in Table 13 and by schools in Table 14. Although the mean per cent of attendance for ESAA students, non-ESAA students in the same schools, and non-ESAA elementary and middle school students system wide were all 93 per cent, the ESAA schools had a mean attendance of two per cent greater than the total System mean attendance. Therefore, the objective for attendance was accomplished.

TABLE 13
PER CENT OF ATTENDANCE FOR 1975-76
ESAA BASIC PARTICIPANTS
BY GRADE

Grade	1974-75		1975-76	
	N	Per Cent	N	Per Cent
1	31	87	45	91
2	224	92	267	92
3	226	93	264	93
4	284	93	316	93
5	365	94	391	94
6	262	93	279	92
7	236	93	254	92
50	51	90	61	90
60	250	95	267	95
Total/ Average	1,929	93	2,144	93

TABLE 14
PER CENT OF ATTENDANCE FOR
1975-76 ESAA BASIC SCHOOLS

School	Per Cent Attendance for ESAA Basic Participants				Per Cent Attendance for Total School Population			
	1974-75		1975-76		1974-75		1975-76	
	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent
<u>Elementary</u>								
Adamsville	55	95	55	95	888	95	968	95
Arkwright	68	93	69	94	479	94	481	94
Beecher Hills	64	96	65	96	558	96	504	96
Bolton	34	92	46	92	197	92	211	93
Brandon	46	92	58	93	365	93	379	93
Brewer	40	87	44	90	278	91	258	92
Burgess	53	96	53	96	446	96	446	96
Capitol View	30	94	33	91	398	92	410	93
Cascade	71	94	76	95	432	96	428	96
Chattahoochee	33	89	41	89	340	92	336	91
Cleveland	41	93	50	92	642	92	546	94
Continental Colony	27	95	41	93	695	96	703	96
East Lake	46	95	50	95	556	93	501	93
Fain	55	96	57	96	605	95	613	95
Forrest	49	94	58	94	304	91	263	92
Garden Hills	41	93	44	94	345	94	302	94
Gordon	83	95	92	94	561	94	509	94
Grove Park	24	95	24	95	512	95	509	94
Guice	26	93	35	92	319	91	387	92
Harper	53	91	54	93	417	94	389	94
Harris	35	93	35	96	469	94	447	94
Howell, E. P.	37	89	43	90	267	91	258	91
Howell, Minnie	37	93	48	93	276	94	319	93
Humphries	49	94	58	93	348	92	372	91
Hutchinson	43	91	45	90	347	91	346	91
Inman	38	90	44	87	372	90	303	91
Jackson	25	94	28	93	321	94	280	95
Lakewood	49	87	57	88	420	91	394	90
Lin	50	91	54	92	570	91	502	91
Mitchell	38	91	41	89	244	94	194	93
Morningside	49	92	52	93	166	93	158	94
Perkerson	44	92	49	92	285	93	354	92
Peterson	58	92	59	93	490	94	484	94
Rivers	32	93	39	91	367	94	350	93
Smith	35	93	36	94	328	93	366	92

TABLE 14 (Cont'd)

School	Per Cent Attendance for ESAA Basic Participants				Per Cent Attendance for Total School Population			
	1974-75		1975-76		1974-75		1975-76	
	N	Per Cent	N	Per Cent	N	Per Cent	N	Per Cent
<u>Elementary (Cont'd)</u>								
Spring	27	92	35	92	217	93	183	92
Stanton, F. L.	98	96	106	96	324	96	294	96
Sylvan	46	94	53	94	456	93	425	94
Venetian Hills	28	93	32	95	830	95	931	95
West	36	94	40	95	338	91	376	91
White	61	95	63	95	521	95	522	95
<u>Middle</u>								
Long	38	90	41	83	857	89	840	88
O'Keefe	2	93	2	77	921	86	808	87
Sutton	35	89	39	88	1,038	92	1,019	92
Average for ESAA Schools	1,929	93	2,144	93	20,109	93	19,668	93
Average for all System Elementary and Middle Schools				56,806		92	55,050	92
Average for all System Schools				83,555		90	82,093	90

It was expected that the per cent of attendance of lower achieving students would decrease with each subsequent grade level. This is not the case with the ESAA Basic participants. Attendance remained the same over the two-year period. Not only was the ESAA student per cent of attendance relatively high, but there was no decrease over the two-year period.

Staff Development

Approximately 100 employees received regular and intensive in-service training by attending ESAA Basic workshops. The in-service training program was designed to introduce materials and methods which had particular application to ESAA participants, and it focused on measures, skills, and techniques that improve teacher competencies and, thereby, enhanced the quality of instruction in each remedial lab.

Similar programs were conducted for ESAA personnel in previous years. The FY '76 program continued to utilize the skills already developed by veteran ESAA staff members to orient newly employed or transferred staff. The conferences enabled the teachers to collaborate and exchange ideas on commercial programs and materials used with success. A number of interesting and beneficial programs were presented by the Atlanta Public Schools' resource personnel and representatives from various educational companies. Some of the varied workshop topics included human relations skills, cultural and interracial understanding, use of instructional materials, the diagnostic and prescriptive process, and parent and community involvement.

Three city-wide conferences were conducted for all ESAA personnel and had a total attendance of 247. Twenty-two mini-conferences were held for smaller groups of ESAA personnel and had a combined attendance of 419.

The average attendance for all workshops was 7.4 monthly sessions per person out of a total of nine sessions. This represented 82 per cent of the ESAA staff, which was slightly greater than required by the objective to have 80 per cent attendance at the workshops. The majority of the teachers and aides preferred group sessions and group participation programs as compared to lectures and demonstrations.

A workshop evaluation form was sent to a random sample of teachers and aides who attended the workshops. Their responses were tabulated and presented in Table 15. It can be seen that the workshops were rated very favorably; out of a possible 20 points, the mean rating was 16.1. The group of workshops was rated excellent. This was much greater than required by the objective to rate each item on the evaluation form at or above the midpoint on the rating scale.

Teachers were rated on the effectiveness with which they were using the materials introduced during in-service workshops. The rating scale was as follows: 1 — outstanding, 2 — effective, and 3 — not effective. Of the 82 observations, 59 ratings were 1; 20 ratings were 2; and 3 ratings were 3.

Social Development

The Self-Appraisal Inventory (SAI) was administered to a stratified sample of students who received remedial services and whose teachers had

TABLE 15

EVALUATION OF WORKSHOPS

A. MEETING ATTENDANCE OBJECTIVES

1. Please rate the attendance objectives, as listed below, according to their importance to you, using the following ratings: A=of great importance; B=of some importance; C=of little importance; D=of no importance.
2. Then indicate at the right the extent to which your objectives were achieved by placing an 'x' in the appropriate column.

OBJECTIVE	IMPORTANCE RATING	EXTENT ACHIEVED			Number Responding
		Very much so	To some extent	Not at all	
Learn new ideas	84A, 18B	76%	24%	--	102
Exchange information and ideas	88A, 9B, 1C	84%	16%	--	101
Become acquainted with the subject	50A, 36B, 6C	60%	36%	4%	93
Help me perform my work more effectively	68A, 26B	61%	39%	--	94
Broaden my contacts in the field	50A, 38B, 3C	55%	42%	3%	92
Obtain an up-dating of the subject	42A, 38B, 2C	60%	34%	6%	95
Solve a job-related problem	28A, 25B, 10C, 8D	37%	40%	23%	81
Continue my development and education	49A, 21B, 1C, 1D	62%	36%	2%	81
Other: _____					

B. PROGRAM SUBJECT MATTER

1. Please indicate your reaction to the aspects of the subject matter listed below by placing an 'x' in the appropriate column.

The subject matter:	Yes	To some extent	No	Number Responding
a. was well-balanced between theory and fact	61%	36%	3%	83
b. provided new information	80%	19%	1%	98
c. was too general for my purposes	15%	17%	68%	84
d. was too complex	8%	5%	87%	85
e. provided specific ideas	74%	21%	5%	92
f. was valuable for practical application	63%	87%	14%	93
g. was too theoretical	9%	--	91%	80
h. was on too elementary a level	12%	8%	80%	89
i. was pertinent to my needs and interests	73%	18%	9%	89
j. gave me ideas that will help me perform my job more effectively	73%	25%	2%	86

2. Which topics were of most value to you? _____

3. Which topics (if any) should be:

a. added _____

b. dropped _____

C. REACTION TO MEETING AS A WHOLE

	Yes	To some extent	No	Number Responding
1. Did the meeting live up to your expectations based on the advance announcement?	75%	20%	5%	95
2. Would you recommend this meeting to others?	88%	12%	--	91
3. Would you like to attend another meeting	97%	3%	--	92

D. METHODS OF INSTRUCTION

1. Please check the degree of effectiveness of the instructional methods used at this meeting and then indicate at the right what proportion of time should be devoted to each.

	Very effective	Somewhat effective	Not effective	% Time
a. Lectures	47%	42 ^{9/10} %	11%	
b. Question-and-answer periods	77%	22%	1%	
c. GROUP sessions	88%	12 ^{9/10} %	--	
d. GUEST SPEAKERS	50%	44 ^{9/10} %	6%	
				100%

Answer the next questions only if applicable.

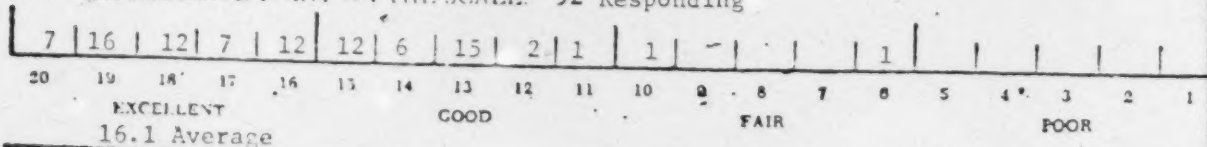
2. With respect to the GROUP sessions, how satisfied were you with:

how satisfied were you with:	Very satisfied	Somewhat satisfied	Not satisfied
a. Leadership of the session	90%	10%	--
b. Subject matter of the session	87%	13%	--
c. Quality of the discussions	85%	13%	2%
d. Extent of your own participation	65%	33%	2%

3. What was your reaction to:

	right	large	enough
a. Group size	89%	9%	2%
b. Diversity of group background	About right 93%	Too varied 2%	Not varied enough 5%

E. PLEASE RECORD YOUR OVERALL REACTION TO THIS MEETING BY PLACING AN 'X' AT THE APPROPRIATE POINT ON THE SCALE. 92 Responding



GENERAL INFORMATION

1. MARK THE APPROPRIATE BLOCK TO SHOW YOUR STAFF CLASSIFICATION:

SCHOOL	AREA OFFICE "	OTHER	Number <u>Responding</u>
100%			92

2. CIRCLE THE APPROPRIATE NUMBER TO SHOW HOW MANY SESSIONS YOU HAVE ATTENDED.

6.2 Average

Number
Responding

40

1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	3	5	14	27	18	23						

92

3. Please indicate the general topic of the sessions you are rating (e.g., human relations, use of materials).

attended the in-service workshops on human relations, and cultural and interracial understanding. The students took the test in the fall and again in the spring, thus enabling a pre-post evaluation of the students' self-concept.

The SAI is a self-concept instrument used to measure the following dimensions pertaining to school students:

1. Family — one's self-esteem yielded from family interaction.
2. Peer — one's self-esteem associated with peer relations.
3. Scholastic — one's self-esteem derived from success or failure in scholastic endeavors.
4. General — a comprehensive estimate of how the self is esteemed.

The mean pretest and posttest scores were analyzed to determine if there were significant differences (.05 level) in changes in self-concept. The results of this analysis are presented in Table 16. The scores for the subtests measuring peer relations and general outlook increased significantly. This is an accomplishment when considering how short a nine-month period really is.

Survey of Classroom Teachers

In an effort to assess the effects the ESAA Basic Program has on the remedial students, a questionnaire was distributed to the regular classroom teacher of each ESAA Basic participant. The questionnaire requested the teacher's perception of each student concerning his regular classwork, his relationship with his peers and his teacher, and his feelings about the ESAA learning experience. A total of 1,878 replies were returned by the classroom teachers, and the results are presented in Table 17.

As can be seen from the table, the results, as reported by the regular classroom teachers, were extremely favorable. The majority of the students showed improvement in all areas, with the largest number improving in relationships with classroom teachers, in ability to get along with peers, and in positive attitudes about the ESAA lab experience. Although improvement was not overwhelming for anticipation of ESAA lab time, the number of students who greatly improved in this area was very large.

By consolidating the replies of all the questionnaires, the results are that 1,561 students, or 83 per cent, showed an overall improvement which includes 355 students, or 19 per cent, who showed a great improvement.

Parental Involvement

Teachers and staff were allowed a great deal of flexibility in designing activities that would be well supported in their community and that would induce parental and community involvement. The objective for parental involvement was eighty per cent of the parents of students participating in the ESAA program would attend at least one of the activities designed by the ESAA schools. For various reasons, it was impossible to get an accurate count of the number of parents of ESAA students participating in these activities. However, ESAA teachers also met with parents on an individual and group basis, and during the school year, over 600 parents of ESAA Basic students visited the ESAA labs. Classroom observation was encouraged and group meetings plus "Open House" and area-wide "Town Hall" meetings were conducted. A number of Advisory Committee meetings were conducted at various ESAA Basic labs. A large number of parents, students, and System administrators attended these meetings.

Participating schools involved students in special activities designed to provide enjoyment and motivation. At the ESAA Cultural Adjustment schools, special enrichment activities often included ESAA Basic students and parents.

Letters of Endorsement

The positive objective measures reported previously on the success of the ESAA Basic Program are made even more impressive when the reaction of the students, parents, and school personnel are considered. Letters received in response to the program are presented in the Appendix. In general, all responses were overwhelmingly favorable, the only criticism being voiced relating to the need for expanded services. An examination of them cannot help but convince any reader of the outstanding effort and tremendous support of the program.

TABLE 16

SELF-CONCEPT ANALYSIS
ESAA BASIC STUDENTS, 1976

Subtests	Pretests* (N = 434)			Posttest* (N = 421)			t
	Mean	Standard Deviation	Per Cent Positive	Mean	Standard Deviation	Per Cent Positive	
Peer	13.1	3.4	65.5	13.8	3.8	69.0	+2.84*
Family	15.3	2.9	76.5	15.5	2.9	77.5	+1.01
School	13.4	3.8	67.0	13.3	4.1	66.5	-0.37
General	14.1	3.1	70.5	14.6	3.2	73.0	+2.32*
Total	55.9	10.1	69.9	57.2	10.3	71.5	+1.86

* Test used was the Self-Appraisal Inventory.

** Significant at .05 level.

TABLE 17

SUMMARY OF CLASSROOM TEACHER QUESTIONNAIRE

Topic	Per Cent No Improvement	Per Cent Improved	Per Cent Greatly Improved
1. Ability to get along with peers	14	70	16
2. Attitude toward school work	15	64	21
3. Ability to work independently	17	62	21
4. Willingness to contribute to group discussions	21	63	16
5. Smiles more often	23	60	17
6. Shows more confidence in ability	16	64	20
7. Relationship with homeroom teacher	10	68	22
8. School attendance	16	66	18
9. Accepts innovations	16	70	14
10. Makes positive remarks about reading lab experience	13	69	18
11. Looks forward to lab time	23	44	33
12. Feedback from home indicates improvement	25	59	16

Cost Analysis

Table 18 presents the cost breakdown for the 1975-76 ESAA Basic Program. The total expenditure was \$61,403 less than the amount allocated. This surplus mainly resulted from delays in personnel placement, from no educational aide being assigned to Garden Hills Elementary School, and from many nonsalary items not costing as much as anticipated. Remedial instruction represents 93.6 per cent of total expenditures. However, included in the remedial instruction amount are staff in-service and two coordinators.

TABLE 18
ESAA BASIC EXPENDITURES BY COST CATEGORY

Category	Salary Expenditure	Nonsalary Expenditure	Total Expenditure
Administration	\$ 17,644	\$ 1,109	\$ 18,753
Planning and Evaluation	28,274	8,532	36,806
Remedial Instruction --			
Atlanta Public Schools	759,848	20,976	780,824
Remedial Instruction --			
Nonpublic Schools	28,860	1,176	30,036
Total	\$834,626	\$31,793	\$866,419

Table 19 presents the per pupil expenditures by schools. The expenditures include direct and indirect expenditures for salaries and nonsalary items. Included in the indirect charges are administrative, planning, and evaluation costs which were prorated and distributed among the schools. The range of per pupil expenditures for Atlanta System schools was from \$175.51 to \$449.65 and the average was \$282.05. Although almost all schools were assigned a teacher and an aide, the deviations between the per pupil expenditures can be attributed almost entirely to teacher and aide salaries and to the number of students served in each school.

The cost per student per hour was less than \$1.41. Considering that the average per pupil expenditure was somewhat less in comparison to per pupil expenditures for other remedial programs, it is especially noteworthy in view of the fact that significant gains in achievement were accomplished.

TABLE 19
ESAA BASIC PER PUPIL EXPENDITURE

School	Number of ESAA Students	Total Expenditure	Per Pupil Expenditure
<u>Elementary</u>			
Adamsville	86	\$ 18,237	\$212.06
Arkwright	73	18,799	257.52
Beecher Hills	73	21,189	290.26
Bolton	59	17,387	294.69
Brandon	88	22,919	260.44
Brewer	71	16,435	231.48
Burgess	62	16,507	266.24
Capitol View	47	15,605	332.02
Cascade	90	20,428	226.98
Chattahoochee	52	18,136	348.77
Cleveland	55	17,269	313.98
Continental Colony	46	20,684	449.65
East Lake	58	17,604	303.52
Fain	76	22,179	291.83
Forrest	74	21,387	289.01
Garden Hills	63	15,777	250.43
Gordon	103	18,078	175.51
Grove Park	59	20,849	302.16
Guice	55	18,296	332.65
Harper	61	17,966	294.52
Harris	45	18,988	421.96
Howell, E. P.	56	19,837	354.23
Howell, Minnie	75	19,139	255.19
Humphries	74	17,565	237.36
Hutchinson	57	17,368	304.70
Inman	69	20,689	299.84
Jackson	44	19,546	444.23
Lakewood	80	17,884	223.55
Lin	72	21,156	293.83
Mitchell	52	21,281	409.25
Morningside	58	16,949	292.22
Perkerson	56	19,059	340.33
Peterson	80	17,884	223.55
Rivers	54	19,588	362.74
Smith	67	21,547	321.60

TABLE 19 (Cont'd)

School	Number of ESAA Students	Total Expenditure	Per Pupil Expenditure
Spring	48	15,657	326.19
Stanton, F. L.	111	23,689	213.41
Sylvan	74	16,694	225.59
Venetian Hills	35	13,788	393.94
West	68	16,375	240.81
White	108	24,136	223.48
<u>Middle</u>			
Long	69	16,585	240.36
O'Keefe	74	22,427	303.07
Sutton	64	18,769	293.27
Total Atlanta System	2,951	\$832,331	\$282.03
<u>Nonpublic</u>			
St. Anthony's	40	\$ 6,452	\$161.30
Sts. Peter and Paul	43	11,359	264.16
St. Thomas More	45	16,277	361.71
Total Nonpublic Schools	128	\$ 34,088	\$266.31
Total Program	3,079	\$866,419	\$281.40

Variance in Achievement

In an effort to determine why there were variations in achievement gains for 1975-76 ESAA students, all the data presented in this evaluation were collectively analyzed. The ESAA schools were divided into two groups; (1) those with average AAQ gains at or above the average gain of the non-ESAA students and (2) those with average AAQ gains below the average gain of non-ESAA students. The following variables seemed to have some effect on the performance of the ESAA students.

1. Almost every group of ESAA students that performed below non-ESAA students in reading achievement also performed below non-ESAA students in mathematics achievement. Whether only reading, or only mathematics, or both reading and mathematics was instructed in a school seemed to make little difference on the achievement levels.

2. Schools that had mostly intermediate or upper grade level students participating in the program had better academic performances.
3. Although only six of the schools were nongraded, the ESAA students in most of these performed better than non-ESAA students.
4. The 1975-76 per cent of attendance was much better for those ESAA students who performed well.

It was expected that a direct relationship existed between achievement and per pupil cost. However, this was not the case. Neither teacher experience nor teacher-advanced education had any apparent effect on variances in achievement. This was also true of the number of ESAA students served at each school.

CONCLUSIONS

On the basis of the foregoing analysis of data, the ESAA Basic Program was successful both in terms of the assessment of objectives and in regard to the supplementary information. More specifically, the following conclusions have been drawn:

1. Remedial services were provided to students who desperately needed but did not qualify for other compensatory programs.
2. Eighty-nine per cent of ESAA Basic students scored above the chance level on the Iowa Tests of Basic Skills (ITBS). This was a great improvement over previous years and can be attributed to out-of-level testing.
3. ESAA students receiving remedial reading instruction achieved a 50 per cent increase in gain, which was three times greater than the gain of non-ESAA students. For 1976, the ESAA students had a mean gain of 0.4 AAQ higher than non-ESAA students in the same schools and a mean gain of 1.1 AAQ higher than non-ESAA students system wide.
4. ESAA students receiving remedial mathematics instruction achieved a 50 per cent increase in gain, which was approximately

the same as non-ESAA students. Although ESAA students had a mean gain of -0.7 AAQ less than non-ESAA students in the same schools, they did have a mean gain of 0.1 AAQ higher than non-ESAA students system wide. The decline of ESAA students in mathematics achievement was slowed significantly.

5. The attendance record of the ESAA students was anticipated to be poor. However, the average attendance for ESAA students was 93 per cent in 1974-75 and also in 1975-76.
6. The in-service training for teachers and aides proved to be very valuable to the program. Not only was this training extremely important to personnel new to the program, but the staff retained from previous years also received new and valuable training.
7. The students' self-concept was improved and significant increases were noted in peer relations and general outlook.
8. The regular classroom teachers of ESAA Basic students felt that the program was important and had a very dramatic effect on the students' classwork, peer relationships, teacher relationships, and the overall learning experiences.
9. Tremendous support of the program was exhibited by parents, students, school personnel, and the community.
10. The per pupil expenditure was less than most other compensatory programs, but great enough to produce measurable gains.
11. Remedial instruction had more of an effect on students selected from grade levels four through eight than students from primary grades.
12. Improvement in achievement was correlated to a good record of attendance.

The program met a definite need in the School System. The analytical information presented indicates that the program has been a highly successful approach to overcoming many of the handicaps imposed by previous racial isolation. Without the personnel and funds provided through the Emergency Schol Aid Act, the implementation of these services would not have been possible.

RECOMMENDATIONS

Based on the 1975-76 evaluation, the following recommendations are made to insure continued effectiveness and success of the program:

1. Since some of the most important features of the program were the enthusiasm, dedication, and competence of the remedial teaching staff, an effort should be made to retain the experienced teachers and educational aides assigned to the program.
2. Each year, selection of participating schools has been based on the most current achievement data available at that time. Therefore, many schools received ESAA services for only one year and it is believed that this was not long enough time to achieve lasting results. In the future, schools should be selected according to achievement results for a base year, and they should remain in the program for at least three years.
3. Select participating students primarily from intermediate and upper level students.
4. The remedial teachers working with the principals and the classroom teachers should continue to promote good attendance for the remedial students.

APPENDIX

DESCRIPTION OF PERSONNEL

A. Title: Project Director (0.5)*

Function: Plans, develops, and implements ESAA activities in conjunction with appropriate School System staff members and community groups and agencies. Works cooperatively with central office personnel, school area office personnel, principals, teachers, and other staff personnel in program implementation in order to facilitate their operations. Maintains administrative and fiscal controls relating to such matters as attendance, budgets, purchasing, and personnel. Fosters in-service activities for professional growth of personnel in the ESAA program. Works cooperatively with community groups funded under ESAA to increase the impact of the total ESAA effort. Supervisor: Director of Special Projects.

Qualifications: Master's Degree, preferably with a major in school administration. Six-year Certificate or doctorate preferred. Demonstrated abilities to coordinate, plan, and supervise all aspects of the program. Previous experience in an administrative position with a wide range of responsibility desired, including prior work in the area of desegregation.

B. Title: Research Assistant (1.0)*

Function: Works with others to plan, evaluate, and implement evaluative designs and provides continuous feedback information to project participants. Assists in monitoring the project, in the preparation of required reports on project activities, and in the preparation of necessary amendments and budget revisions to the project proposal. Takes primary responsibility for executing the project evaluation. Supervisor: Assistant Superintendent for Research and Evaluation.

Qualifications: Master's Degree or above with training and experience in research and evaluation. Six-year Certificate or doctorate preferred.

C. Title: Statistician (0.5)*

Function: Assists the Research Assistant in gathering and analyzing data. Visits individual schools in the ESAA program to gather data, to observe ongoing activities, and to report on the information gathered. Supervisor: Research Assistant.

Qualifications: Bachelor's Degree with training in statistics.

D. Title: Stenographer (0.5)*

Function: Performs the secretarial, typing and clerical duties required in the ESAA program. Supervisor: Project Director.

Qualifications: Must meet the regular civil service requirements for employment established by the Atlanta Board of Education.

E. Title: Accounting Clerk (0.3)*

Function: Performs the accounting duties of the ESAA Project in the Comptroller's Office. Supervisor: Comptroller.

Qualifications: Must meet the regular civil service requirements for employment established by the Atlanta Board of Education.

F. Title: Personnel Clerk (0.15)*

Function: Performs the clerical duties of the ESAA Project in the Personnel Office. Supervisor: Director of Personnel.

Qualifications: Must meet the regular civil service requirements for employment established by the Atlanta Board of Education.

G. Title: Coordinator (2.0)*

Function: To assist principals with the planning and implementing of activities designed for the academic and personal development of pupils in need of remedial help. To assist with the evaluation of these activities with the in-service education. Supervisor: Area Superintendent.

Qualifications: Master's Degree or above in education. Experience in curriculum development and implementation with six or more years of teaching experience.

H. Title: Remedial Reading and Mathematics Teacher (45)*

Function: To help pupils who are functioning below grade level to improve their basic reading and mathematics skills.

Supervisor: Principal

Qualifications: Certified in elementary education, six or more years of experience in teaching and reading and/or mathematics in elementary schools.

I. Title: Educational Aide (48)*

Function: To assist teachers in the remedial reading and/or mathematics programs. Supervisor: Remedial Education Teacher.

Qualifications: High school training or above. Ability to work effectively with pupils.

*Number of positions.

Dear Mrs. Hord,
I am very please with
your ESAA Program because
it has help my daughter to be
able to understand the importance
of learning to read. She has
improved in her math and
in some of her comprehension of
certain things. I truly think
that it has brought her out a
great deal and I hope that
she will continue to improve
in her work and studies as well.
Sincerely yours,
Mrs. L. Tarnes

January 29, 1976

Thursday

To Whom It May Concern :

I have had six of my students enrolled in the E.S.A.A. Program at Sts. Peter and Paul this year. The program itself is excellent both educationally and professionally. The progress that my students have made in the last few months has been extremely evident.

I had three children who were non readers. Before entering the program they were unstable in working, and lacked the self confidence and desire to read. However, since the program they have all overcome these problems and are making tremendous gains in their reading abilities.

The individual progress that has been attained can partially be attributed to the E.S.A.A. Program and its staff. The other part attributed to parental concern. I am looking forward to seeing the program continued in the future.

Sincerely Yours,
Mrs. Susan Richards

A-3

January 27, 1976

Dear Mr. Rumble,

The E.S.A.A. program in my school is of such value that the children I have, without it, would not be able to keep up with their peers. These children having this advantage have improved very much in both Reading and Arithmetic. I have seen great improvements in the test I have given them and the C.I.P. test to prove how useful this program has been to my children.

I do hope we will be able to keep this program since it has such great value to the children.

Mrs. Gail S. McCarty

399 Macedonia Rd
Atlanta, Georgia 30354
January 27, 1976

Mrs. Deborah Strickland, Principal
Minnie S. Howell School
Atlanta, Georgia 30354

Dear Mrs. Strickland:

I like going to Mrs. Hill because she helps me with my skills in math. She taught me with my subtracting and I am doing well on my three number multiplication. I think she is a wonderful teacher. I like her very very much.

Sincerely yours
Thomas McDaniel

1-25-76

To Thom & May Conner:

I am writing this letter on ~~the~~ before of the reading program. I am speaking from the experience with my child. I feel as if the program has helped him a great deal. Because his reading ability was very low until we started the classes. I feel as if the program would stop, it would be very vital to him, other students, along with parents. Reading is very important to the children and a great deal more to the ones who require special reading. I don't think a school system would be quite the same without one educational value.

Thank You
Mrs. Howell

Dear Sister Marian Hallinan,

I have recently been informed of the possibility of our E.S.A.A. program not being funded by the Federal Government for next year.

I am very much concerned and upset by this. As you know Sister Chris has been a part of this program this year. Chris has improved very much with the individual help of the program, and for him to continue to improve he needs this individual help. He feels he can participate more in this smaller class and always looks forward to it. I am certain that the lack of funds for our program will cause a set back in our children's education, even though they are receiving a Catholic education the finest in the world.

Sister please let me know if there is anything at all I can do, or anyone I could contact, to help our school receive these needed funds next year.

Sincerely,
Mary Jo Bunkhalter

A-3

532 Hiwassee Dr., S.W.
Atlanta, Georgia 30311
January 29, 1976

Dear Mr. Rumble,

As a parent first and teacher second, I am very much pleased with the kind of progress my child and the other children are making in the E.S.A.A. program at Walter White.

I stand one hundred per cent (100%) behind the continuation of this most needed school project.

Respectfully,
Loris W. Freeman
(Parent and Teacher)

CASCADE SCHOOL ASSOCIATION

2326 VENETIAN DRIVE, SOUTHWEST
ATLANTA, GEORGIA 30311

January 29, 1976

Dear Mr. Long,

I like the ESAA Basic Program. It is not only good for my child, but also it must be good for every child in the school. The materials and the teaching personnel are great for our children.

We commend and express our sincere appreciation to the planners of this very worthwhile and needed program.

We trust that you will use your resources to keep the program at Cascade School.

Yours truly,

Mr. J. McLeod
Parent

Jan. 29, 1976
Mrs. Laura Smith
2180 Juniper St
Decatur, Ga 30032

Dear Sir

I am one of the parents who has a child in the ESAA program. I can truly say that it has helped him greatly and his reading has improved immensely. Before he entered the program he could not read at all but now his reading is understandable.

I wish that the program could continue so that my son and others like him can feel secure and can improve their learning power. His progress has improved in his other classes as well as in his reading because of this program. I am one parent who can say without this program, my son would be lost in his learning ability.

Sincerely
Mrs. Laura Smith

A-6

Sister Maria Kathleen
St. Peter and Paul School

Sister Kathleen:

It has come to our attention that after this year the government aide program may be stopped. I do hope that this program for remedial reading will not be discontinued. My child, William Lee Davis, had problems in the first and second grades. This year he has been in Mrs. Ryan's remedial reading class and it has been very beneficial to him. He has done well in all his classes this year. If he had not had this, I feel he would have problems again this year. I do hope that the government aides will be continued in all the schools as I feel that it will be very beneficial to the students.

Sincerely
Mrs. W. F. Davis

A-7

SELF APPRAISAL INVENTORY

Intermediate Level

Directions

Please show whether each statement in this booklet is true or untrue for you by marking one of the spaces by each statement.

For example:

- | | True | Untrue |
|-------------------------------|----------|----------|
| 1. I like cherry pie. | <u>X</u> | — |
| 2. I want to be a movie star. | — | <u>X</u> |

There are no right or wrong answers, no answers will be used as a grade, so respond to each statement as honestly as you can.

PLEASE NOTE: ALL ANSWERS ARE CONFIDENTIAL AND WILL NOT BE GIVEN OUT.

School _____ Name _____

Date _____

Self Appraisal Inventory

Intermediate Level

- | | True | Untrue |
|---|------|--------|
| 1. I like to meet new people. | — | — |
| 2. I can disagree with my family. | — | — |
| 3. Schoolwork is fairly easy for me. | — | — |
| 4. I am satisfied to be just what I am. | — | — |
| 5. I wish I got along better with other children. | — | — |
| 6. I often get in trouble at home. | — | — |
| 7. I usually like my teachers. | — | — |
| 8. I am a cheerful person. | — | — |
| 9. Other children are often mean to me. | — | — |
| 10. I do my share of work at home. | — | — |
| 11. I often feel upset in school. | — | — |
| 12. I often let other kids have their way. | — | — |
| 13. Most children have fewer friends than I do. | — | — |
| 14. No one pays much attention to me at home. | — | — |

Self Appraisal Inventory

Page 3

	True	Untrue
48. If I have something to say, I usually say it.	___	___
49. I am among the last to be chosen for teams.	___	___
50. I feel that my family always trusts me.	___	___
51. I am a good reader.	___	___
52. I don't worry much.	___	___
53. It is hard for me to make friends.	___	___
54. My family would help me in any kind of trouble.	___	___
55. I am not doing as well in school as I would like to.	___	___
56. I have a lot of self control.	___	___
57. Friends usually follow my ideas.	___	___
58. My family understands me.	___	___
59. I find it hard to talk in front of the class.	___	___
60. I often feel ashamed of myself.	___	___
61. I wish I had more close friends.	___	___
62. My family often expects too much of me.	___	___
63. I am good in my school work.	___	___
64. I am a good person.	___	___
65. Sometimes I am hard to be friendly with.	___	___
66. I get upset easily at home.	___	___
67. I like to be called on in class.	___	___
68. I wish I were a different person.	___	___
69. I am fun to be with.	___	___
70. I am an important person to my family.	___	___
71. My classmates think I am a good student.	___	___
72. I am sure of myself.	___	___
73. Often I don't like to be with other children.	___	___
74. My family and I have a lot of fun together.	___	___
75. I would like to drop out of school.	___	___
76. I can always take care of myself.	___	___
77. I would rather be with kids younger than me.	___	___
78. My family usually considers my feelings.	___	___
79. I can disagree with my teacher.	___	___
80. I can't be depended on.	___	___

A-8

Self Appraisal Inventory

Page 2

	True	Untrue
15. I can always get good grades if I want to.	___	___
16. I can always be trusted.	___	___
17. I am easy to like.	___	___
18. There are times when I would like to leave home.	___	___
19. I forget most of what I learn.	___	___
20. I am popular with kids my own age.	___	___
21. I am popular with girls.	___	___
22. My family is glad when I do things with them.	___	___
23. I often volunteer in school.	___	___
24. I am a happy person.	___	___
25. I am lonely very often.	___	___
26. My family respects my ideas.	___	___
27. I am a good student.	___	___
28. I often do things that I'm sorry for later.	___	___
29. Older kids do not like me.	___	___
30. I behave badly at home.	___	___
31. I often get discouraged in school.	___	___
32. I wish I were younger.	___	___
33. I am always friendly toward other people.	___	___
34. I usually treat my family as well as I should.	___	___
35. My teacher makes me feel I am not good enough.	___	___
36. I always like being the way I am.	___	___
37. Most people are much better liked than I am.	___	___
38. I cause trouble to my family.	___	___
39. I am slow in finishing my school work.	___	___
40. I am often unhappy.	___	___
41. I am popular with boys.	___	___
42. I know what is expected of me at home.	___	___
43. I can give a good report in front of the class.	___	___
44. I am not as nice looking as most people.	___	___
45. I don't have many friends.	___	___
46. I sometimes argue with my family.	___	___
47. I am proud of my school work.	___	___

SELF APPRAISAL INVENTORY

Primary Level

1. Are you easy to like?
2. Do you often get in trouble at home?
3. Can you give a good talk in front of your class?
4. Do you wish you were younger?
5. Do you usually let other children have their way?
6. Are you an important person to your family?
7. Do you often feel bad in school?
8. Do you like being just what you are?
9. Do you have enough friends?
10. Does your family want too much of you?
11. Are you a good reader?
12. Do you wish you were a different child?
13. Are other children often mean to you?
14. Do you tell your family when you are mad at them?
15. Do you often want to give up in school?
16. Can you wait your turn easily?
17. Do your friends usually do what you say?
18. Are there times when you would like to run away from home?
19. Are you good in your school work?
20. Do you often break your promises?
21. Do most children have fewer friends than you?
22. Are you a good child?
23. Are most children better liked than you?
24. Would you like to stay home instead of going to school?
25. Are you one of the last to be chosen for games?
26. Are the things you do at school very easy for you?
27. Do you like being you?
28. Can you get good grades if you want to?
29. Do you forget most of what you learn?
30. Do you feel lonely very often?
31. If you have something to say, do you usually say it?
32. Do you get upset easily at home?
33. Do you often feel ashamed of yourself?
34. Do you like the teacher to ask you questions in front of the other children?
35. Do the other children in the class think you are a good worker?
36. Does being with other children bother you?
37. Are you hard to be friends with?
38. Would you rather play with friends who are younger than you?
39. Do you find it hard to talk to your class?
40. Are most children able to finish their school work more quickly than you?

SAI

 YES NO	 YES NO
 YES NO	 YES NO
 YES NO	 YES NO
 YES NO	 YES NO
 YES NO	 YES NO